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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of April 2002, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: Israeli soldiers attack Yasser Arafat's headquarters in Ramallah, Israel intensifies its West Bank offensive, Yasser Arafat's headquarters is badly damaged, Egypt limits its relationship with Israel, and President Bush sends Secretary of State Colin Powell to the Middle East (April 1-5); Iraqi oil, Secretary Powell visits Egyptian President Mubarak; violence makes Secretary Powell's mission difficult; and Secretary Powell arrives in Israel (April 8-12); U.S. tries to stop the Israeli-Palestinian crisis from becoming a regional conflict, Israeli Prime Minister Sharon claims that most of Israel's' West Bank operation will end within a week, profile of Marwan Barghouti, Secretary Powell concludes his negotiations in the Middle East, and French elections (April 15-19); President Bush's adviser Karen Hughes steps down, the U.S. East Coast experiences the worst drought in decades, and space tourism (April 22-26); Pakistan's President Musharraf calls a referendum aimed at keeping him in power (April 29-30). (MES)

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CNN Newsroom Classroom Guides, April 2002

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CNN NEWSROOM Guide

April 01, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:20...00:35

CNN STUDENT NEWS ... 00:10...00:45
Today's top stories

Lead Story: Mideast Conflict ... 05:00...05:45
Israeli soldiers attack Yasser Arafat's headquarters in Ramallah.

Queen Mother ... 06:15...12:00
Britain's Queen Mother dies at 101.

News Focus: Hamid Karzai ... 03:45...15:45
Who is Hamid Karzai?

Chronicle: Young Skater ... 02:30...18:15
Figure skater Alex Tregre hopes to compete in the next Winter Olympics.

Mailbag: Binge Drinking ... 01:00...19:15
How big a problem is binge drinking in the U.S.?

CNN STUDENT NEWS PERSPECTIVES ... 00:10...19:25
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: China English Craze ... 02:55...22:20
Many Chinese citizens are learning English.

Culture Report: Star Wars ... 02:00...24:20
"Star Wars" fans anticipate that "the force" will reward their vigil.

Student Bureau ... 01:55...26:15
How can snowboarders avoid injury?

Where in the World? ... 01:00...27:15
Answer: United Kingdom

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Conflict

1. What violent events took place in the West Bank city of Ramallah last weekend? How did CNN's Michael Holmes gain entrance into Palestinian leader Yasser Arafat's headquarters? Who were some of the other people that visited the headquarters with Holmes? What was the purpose of their visit? How did Israeli soldiers respond to this group? How do those interviewed by Holmes, including Yasser Arafat, feel about the latest Israeli attacks?

2. Refer students to the links below, and other news sources, to learn more about the attacks in Ramallah and the violence that has occurred as a result of these attacks. Have students identify how Yasser Arafat, Israeli Prime Minister Ariel Sharon, the Arab community, the United Nations and the U.S. have responded to the attacks. After students share their findings, ask:
   - Were the attacks justified?
   - Has your perception of President Arafat or Prime Minister Sharon changed as a result of last weekend's violence in the Middle East?
   - How do you think this latest round of violence will impact the Middle East peace process?
   - How do you think the U.S. and other members of the international community should respond to this situation?

3. Teachers: For a CNNstudentnews.com Backgrounder on the Middle East, please go to: http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/meast/03/31/mideast/index.html
http://fyi.cnn.com/2002/WORLD/europe/03/31/pope.mass/index.html
http://fyi.cnn.com/2002/WORLD/meast/03/29/arafat.cnna/
http://fyi.cnn.com/SPECIALS/2001/mideast/

Queen Mother

1. Which member of Britain's royal family died last Saturday? Under what circumstances did Elizabeth Bowes-Lyon become the Queen of England? What was the "abdication crisis" of 1936? Who was Wallis Simpson? What was the Queen Mother's role during the abdication crisis and during WWII? What other contributions did she make to the British monarchy?

2. Refer students to the links below to learn more about the history of the British monarchy and how the Queen Mother influenced the evolution of the monarchy. Have students draw upon their research to write either a eulogy or design a memorial that commemorates the Queen Mother's life.

LINKS:
http://cnn.com/2002/WORLD/europe/03/30/queen.mum.obit/index.html
http://www.cnn.com/SPECIALS/2002/queen.mum/

News Focus: Hamid Karzai

1. Under what circumstances did Hamid Karzai become Afghanistan's interim leader? Who was Abul Haq? How did Karzai go about organizing opposition to the Taliban? Why was this a risky venture?

2. What is Karzai's political mission? What steps has he taken to achieve these goals? In general, how is he viewed by the international community? What challenges does he face in his role as Afghanistan's interim leader?

3. What items of clothing have become associated with Mr. Karzai? Have students conduct research to identify the formal name of the cloak and the type of hat that Karzai wears. Why do you think he has chosen to wear this type of clothing? To what extent do you think Karzai's choice of clothing influences people's perceptions of him?

4. Since assuming power, Hamid Karzai has talked to several world leaders, seeking aid for his country. Direct students to conduct research to learn about Afghanistan's rebuilding needs. Share student findings. What kinds of economic and political aid is Karzai seeking? Why is Karzai's personal and political image so important to the rebuilding of Afghanistan? Discuss.

5. Teachers: For additional information related to this segment, visit the following CNNstudentnews.com sites:
"Karzai ushers Afghanistan into new era" http://www.cnn.com/2002/fyi/news/01/31/karzai.profile/index.html and
"Backgrounder: Afghanistan's struggles have long history" http://www.cnn.com/2001/fyi/news/10/23/afghanistan/index.html.

LINKS:
http://fyi.cnn.com/SPECIALS/2001/trade.center/afghan.section.html
http://fyi.cnn.com/SPECIALS/2001/trade.center/interactive/post.taliban/frameset.exclude.html

Chronicle: Young Skater

1. Who is Alex Tregre? To what sport has he dedicated his life? What goal would he like to accomplish as a figure skater? What compromises and sacrifices is he making to achieve this goal?

2. Inform students that figure skating is one of thirteen different Winter Olympic sports, including:
    1. Biathlon
    2. Bobsled
    3. XC Skiing
    4. Curling
    5. Ice Hockey
    6. Luge
    7. Nordic Combined
    8. Skeleton
    9. Ski Jumping
    10. Skiing
    11. Snowboarding
    12. Speed Skating

    Direct students to work in groups to learn more about the history and rules of the Winter Olympic sports. Have groups also identify where students in their community can go to participate in these sports. After groups make formal presentations of their findings, ask: Would you want to participate in the Winter Olympics? Why or why not? If so, in which sport would you want to compete? Why?

What personal attributes and resources do you think Olympic hopefuls need to have to compete in the Winter Olympics? Discuss.

LINKS:
http://sportsillustrated.cnn.com/olympics/2002/figure_skating/
http://sportsillustrated.cnn.com/olympics/2002/

Perspectives: China English Craze

1. Why are so many Chinese people learning English? Who is Li Yang? What is his technique for teaching English? What are the benefits and drawbacks of Li Yang's method? Explain.

2. Do you study another language? If so, describe the method being used to teach you this language. How does this method compare to the one used by Li Yang? In your opinion, what is the best approach for teaching another language? Why?

3. No matter what method one uses to teach a language, there are some aspects of usage of language that are difficult to understand and learn. For example, in English, the words "flammable" and "inflammable" have the same meaning. There are phrases that may be confusing to a person learning English: We "drive on a parkway," but "park on a driveway." Challenge students to find more examples of "crazy" English and share them with the class. Divide the class into groups, and have each group explain one confusing aspect of the English language to the class, as if the students were learning about it for the first time.

4. Point out that, at the end of the segment, we learn that, "English, in China, is no longer a tool for communications, but also a passport for a chance to study or work overseas." Why is this fact politically significant? Ask students to share what they know about China's history and relationship with the West during the last 100 years. Then, ask them to consider how the introduction of the English language and increased contact with the West could impact China.

LINKS:
http://www.ojohaven.com/fun/crazy.html
http://history1900s.about.com/sitesearch.htm?terms=china&SUName=history1900s&TopNode=3042&type
http://www.smplanet.com/imperialism/fists.html

Culture Report: Star Wars

1. Who are John and Jeff? Why have they been camped out for the past four months beside a movie theater in Seattle? How do they spend their days while awaiting the opening of "Star Wars: Episode II – Attack of the Clones"? What are some responses from moviegoers who encounter John and Jeff outside the movie theater? If, as the reporter suggests, episode "Star Wars: Episode II" does not come to that particular theater, how will John and Jeff respond?

2. Although the story purports to be about John and Jeff wanting to be "first in line" for the premiere of the upcoming "Star Wars" movie, the two men state that their vigil outside the theater has a more elevated purpose. According to John and Jeff, they are working on an artistic project "to capture what it's like to wait for something ... (to) sit back, slow down, enjoy the moment of just sheer anticipation." What do you think they mean by this description of their vigil? Do you think their avowed artistic purpose is serious or facetious? Explain.

3. Survey the class to determine how many students are familiar with the "Star Wars" films. Lead a brief class discussion about the appeal and popularity of "Star Wars." Then, group students. Have groups draw upon their own movie experiences and multimedia resources, including the information they

discover on the Web sites below to answer the following questions:

1. How do "Star Wars" movies contain the literary elements found in narratives, such as characterization, setting and plot?
2. Why is "Star Wars" categorized in the genre of science fiction?
3. In what ways do "Star Wars" movies fulfill archetypal themes that are common in literature, such as the journey, the battle between good and evil, and the search for self?
4. How are the various film elements in "Star Wars," such as special effects, costumes and cinematography, integral to the "Star Wars" phenomenon?
5. What is so compelling about the "Star Wars" movies fans of the films?
6. How do various multimedia resources, such as signed memorabilia, toys and games, promote the popularity of "Star Wars"?

Have students write essays in which they discuss whether or not "Star Wars" appeals to fans of all ages.

EXTENSION: Provide students with the following "Merriam-Webster's Collegiate Dictionary," Tenth Edition, 2001 definition of "science fiction": "fiction dealing principally with the impact of actual or imagined science on society or individual or having a scientific factor as an essential orienting component." Help students brainstorm a list of science-fiction movies, such as "2001: A Space Odyssey," "Star Trek: The Motion Picture," and "Close Encounters of the Third Kind." Have pairs of students select and view one of these movies to create a poster illustrating the elements of science fiction contained in the movie. After students have displayed their posters, ask: Do you think that what is depicted in the movie could transcend the realm of fiction and become fact? Why or why not?

LINKS:
http://www.starwars.com/
http://www.starwars.com/episode-i/
http://pop.com/movies/episode-ii/multimedia/video?item_id=607661
http://www.theforce.net/
http://www.starwarskids.com/
http://www.wizards.com/starwars/splash.asp?x=welcome,1
http://www.nasm.si.edu/StarWars/
http://www.banthatracks.com/

Student Bureau: Snowboarding Safety

1. What health risks are associated with snowboarding? Why do you think upper extremity injuries are common in snowboarding? What can snowboarders do to avoid injury? Why should people use goggles and sunscreen if they're hitting the slopes?

2. Inform students that, every year, thousands of people are injured, and some are killed, while participating in winter sports. Have your students work in groups to learn about the prevention and treatment of winter sports injuries. Direct groups to determine the factors that are most responsible for winter sports accidents, how to prevent these accidents, what kinds of injuries are most common, and how they are treated. Share group findings. If possible, have a local medical professional answer students' questions on injury treatment and prevention. Have groups create either informative brochures or posters promoting winter sports safety.

LINKS:
http://www.nsp.org/nsp2002/safety_info_template.asp
http://www.skipatrol.org/#wsafety

EDITOR'S NOTE:
Ramallah
Yasser Arafat
Britain's Queen Mother
Hamid Karzai
figure skating
English language
"Star Wars"
snowboarding

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CNN NEWSROOM Guide

April 02, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:30...00:45

CNN STUDENT NEWS ... 00:10...00:55
Today's top stories

Lead Story: Mideast Conflict ... 07:00...07:55
-Israel intensifies its West Bank offensive.
-How is the Mideast crisis affecting the U.S.-led War on Terrorism?

News Focus: Royal Future ... 04:00...11:55
Royal watchers speculate about the future of Britain's Royal Family.

Chronicle: China Skyscraper ... 02:40...14:35
New skyscrapers are reshaping Beijing's skyline.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...14:45
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: China Culture ... 06:00...20:45
China is experiencing a resurgence of traditional culture.

Smart Medicine: CAT Scan ... 00:30...21:15
CAT scans are being used to detect early signs of heart disease and cancer.

Health Report: Inhalant Abuse ... 02:00...23:15
Inhalant abuse is a major problem among America's youth.

Student Bureau ... 02:50...26:05
Nebraska Children's Home Society provides free adoptions.

Where in the World? ... 01:00...27:05
Answer: China

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Conflict

1. Where is the latest round of violence between the Israelis and the Palestinians taking place? Why are Israeli soldiers conducting house-to-house searches in downtown Ramallah? What actions are members of the pro-Palestinian international solidarity movement taking in response to the current crisis?

2. How has the U.S. responded to the Israeli attacks on Ramallah and the Palestinian Authority? Does President George W. Bush feel that they are justified? Why or why not? What does Mr. Bush want Israeli Prime Minister Ariel Sharon and Palestinian leader Yasser Arafat to do to end the crisis in Ramallah? Why are many Arabs angry with the U.S.?

3. Refer students to the links below, and other news sources, to learn more about the attacks in Ramallah and the violence that has occurred as a result of these attacks. Have students identify how Yasser Arafat, Israeli Prime Minister Ariel Sharon, the Arab community, the United Nations and the U.S. have responded to the attacks. After students share their findings, ask:
   - Were the attacks justified?
   - What are the similarities and differences between Israel's "Operation Protective Wall" and the U.S.-led War on Terrorism?
   - Have your perceptions of Arafat, Sharon and Bush changed as a result of the current crisis?
   - How do you think this latest round of violence will impact the Middle East peace process?
   - How should the U.S. and other members of the international community respond to this situation?

4. What is the Tenet plan? What is the Mitchell report? For an article and teaching activity on the potential impact of these plans, go to the following CNNstudentnews.com site: http://fyi.cnn.com/2002/fyi/lesson.plans/03/18/cheney.trip.update/.

5. Teachers: For background information and educational activities on the Middle East conflict, please visit the following CNNstudentnews.com sites: http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html and http://fyi.cnn.com/2001/fyi/lesson.plans/12/03/mideast/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/meast/04/01/mideast/index.html

News Focus: Royal Future

1. When did Britain's Queen Mother die? Which members of the Royal Family will be expected to assume additional duties as a result of the Queen Mother's passing? What is the "Queen's Golden Jubilee"? What "constitutional crisis" resulted in King George the VI assuming the thrown? What evidence suggests that "times and public tolerance" have changed in Britain since 1936?

2. Direct students to http://www.cnn.com/SPECIALS/2002/queen.mum/interactive/qm.tree/frameset.exclude.html to access a family tree of Britain's Royal Family. Working individually, or in small groups, have students prepare oral reports about the background and duties of each Royal Family member, and their contributions to the United Kingdom and the Commonwealth. After students present their reports, ask: Who is the current reigning monarch? What is the line of succession to the throne? In spite of its limited practical leadership role, why is the Royal Family still popular among its British subjects? Discuss.

LINKS:
http://www.cnn.com/SPECIALS/2002/queen.mum/
http://www.royal.gov.uk/output/page1.asp
http://www.royalinsight.gov.uk/current/front.html

Chronicle: China Skyscraper

1. Locate Beijing on a map of China. How is the city's skyline changing? Why are there so many skyscrapers being built in Beijing? What are the pros and cons of these new skyscrapers? How have the attacks on the World Trade Center affected the way architects and city planners are approaching the design and building of skyscrapers in Beijing?

2. What do your students know about the government, culture, and history of Beijing? Have them work in groups to gather information on Beijing and the modernization that is taking place in this city. Direct each group to create a display, Web page or multimedia presentation of its findings. In the course of their research, students are likely to discover that Beijing has planned over $20 billion in Olympic "upgrades." Discuss how Beijing's drive to carve out an image as an "international city" could have both positive and negative effects for the residents of Beijing.

LINKS:
http://www.hsd.ait.ac.th/ihsa/si/a13lc/beijing/beijing.html
http://www.eastgreetswesttravel.com/ChinaWindows/beijing.html
http://www.beijing.gov.cn/english/
http://cnn.com/2001/US/09/26/rec.skyscraper.future/index.html

Perspectives: China Culture

1. What aspects of traditional Chinese culture are featured in the segment? What was the "Cultural Revolution"? How did it impact traditional Chinese arts?

2. How would you describe Peking (Beijing) Opera? Why is Peking Opera culturally significant? What evidence suggests that "balance" is integral to the Chinese culture? What is the tea ceremony? What is the cultural significance of the Peking duck banquet? Can you think of other cultures that have similar rituals?

3. How many different ethnic groups exist in China? Point out that "the ethnic groups of China are distinguished by their different traditions and customs in marriage, childbirth, funerals, festivals, food, housing, costume, hosting guests and recreational activities." Refer students to multimedia resources, including the fourth link below, to learn about some of these different ethnic groups and their cultural traditions. Have your class organize and host a Chinese cultural day, in which groups of students provide background information on the different ethnic groups of China and demonstrate some of their cultural traditions.

4. Historians have often noted that the Chinese people have shared a common culture longer than any other group on Earth. For example, the Chinese writing system dates back almost 4,000 years. Refer student groups to the links below to learn about the growth of ancient Chinese civilization and cultural developments during different periods, such as the Shang Dynasty and the Chou Dynasty. After groups make formal presentations of their findings, ask: How has Chinese culture influenced the evolution of other cultures? What aspects of China's ancient culture exist today?

   Teachers: To access photos of ancient Chinese archeological finds, visit CNN.com's "Visions of China" gallery at: http://www.cnn.com/interactive/specials/9908/china.excavations.gallery/index.html.

5. On Oct. 1, 1949, Mao Zedong proclaimed the establishment of the People's Republic of China. The following activity is intended to help students better understand the history of the People's Republic of China, including the Cultural Revolution of the 1960s. Refer groups of students to texts and online resources, including the first three Web sites below, to prepare presentations about one of the following programs instituted by Mao Zedong's Communist government:
   - land reform
   - social reform
   - thought reform
   - economic planning
   - the Great Leap Forward
   - the Cultural Revolution.

   Following the group presentations, have students discuss how Mao Zedong's Cultural Revolution changed the political and social landscape of China. Why do you think China is experiencing a resurgence of traditional culture? Why is this politically and socially significant? Discuss.

LINKS:
http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/chinhist.html
http://www.asiatour.com/yunnan/e-01land/ey-lan24.htm
http://www.culturalbridge.com/cnadd.htm
http://www.china.org.cn/e-groups/shaoshu/
http://www.chinapage.com/beijing-opera.html
http://chineseculture.about.com/cs/beijingopera/index.htm?terms=beijing+opera

Health Report: Inhalant Abuse

1. What is huffing? What are the most commonly abused inhalants? Why is inhalant abuse especially dangerous? How many American kids die from huffing each year? According to a 2000 survey, how many Americans have huffed at least once in their lives? How can a parent tell if his/her child is huffing? What can be done to help those who abuse inhalants?

2. How do abused inhalants affect the brain and the rest of the human body? Have students work in groups to gather information about the effects of inhalants and the chemical substances that produce these effects. Share group findings in class discussion. Challenge your class to use what it has learned to launch an Anti-Inhalant Abuse Campaign throughout your school. Organize an all-out "media blitz" on the issue, directing students to create posters and informative brochures, perform skits and offer class presentations on the dangers of inhalant abuse.

LINKS:
http://www.inhalants.org/body.html
http://www.nida.nih.gov/ResearchReports/Inhalants/Inhalants3.html

Student Bureau: Adoption

1. From what agency did the Platts adopt their daughter? Why is the Nebraska Children's Home Society unique? What services does this agency provide to adoptive families and birth parents?

2. What would you need to know if your family was interested in adopting an American child? Have students consult the Web sites below to learn more about the adoption process, the laws that govern this process, and the costs of facilitating adoptions. After students share their findings, point out that the Nebraska Children's Home Society is privately funded and does not receive money from a specific religious or government organization. Then ask: What are the pros and cons of a free adoption service for the adoption agency, prospective parents and the adopted children?

LINKS:
http://www.nchs.org/
http://www.calib.com/naic/pubs/l_expens.htm
http://www.acf.dhhs.gov/programs/cb/dis/afcars/index.html

EDITOR'S NOTE:
Ramallah
Palestinian Authority
Queen Mother
huffing
Beijing
skyscraper
culture
adoption

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CNN NEWSROOM Guide

April 03, 2002

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CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:30...00:45

CNN STUDENT NEWS ... 00:10...00:55
Today's top stories

Lead Story: Mideast Conflict ... 05:50...06:45
-Yasser Arafat's security headquarters is badly damaged.
-As a result of the violence, many Israeli families face economic woes.
-Jordanians respond to the Israeli attacks on Ramallah.

In the Headlines ... 02:25...09:10
Pakistani President Pervez Musharraf visits Afghanistan.

News Focus: Oil Prices ... 03:15...12:25
Escalating violence in the Middle East is causing oil prices to soar.

Chronicle: China Adoption ... 03:25...15:50
Many Americans are adopting Chinese children.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...16:00
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: China's Great Wall ... 05:30...21:30
The Great Wall of China is a symbol of Chinese civilization.

Business Report: Product Placement ... 02:10...23:40
Occasionally, products are seen where their manufacturers wish they weren't.

Student Bureau ... 02:00...25:40
The Helping Horse program gives disabled kids a sense of confidence.

Where in the World? ... 01:00...26:40
Answer: Jordan

CNN NEWSROOM CLOSE ... 01:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Conflict

1. Describe what Israeli authorities are doing in their hunt for terrorists. What is the status of the Israeli military operation in Ramallah? How are Palestinians responding to the Israeli attacks?

2. Under what condition will Israeli Prime Minister Ariel Sharon allow Palestinian leader Yasser Arafat to leave his besieged office? According to U.S. Secretary of State Colin Powell, what is the Bush administration's position on Yasser Arafat going into exile? Why is it in the United States' best interest to engineer peace in this region?

3. In what city does Deganit Refoua live? How has the recent violence affected Refoua's family and her business? What is she doing to ameliorate the financial losses she has incurred? How has the violence impacted Jerusalem's economy?

4. How do many Jordanians feel about the Israeli attacks on Ramallah? Why? What action do they want their government to take in response to the attacks? Who is Jordan's current leader? What is King Abdullah's opinion of the Israeli attacks on Ramallah? How has he responded to the crisis? Why is it important for Jordan to protect its image as a stable nation?

5. Have students locate Jordan on a map and identify its neighboring countries. Refer students to the last three Web sites below to investigate King Hussein's role in the Middle East peace process. Then, as a class, discuss the following questions: How has Jordan's relationship with Israel changed during the last 49 years? How was King Hussein instrumental in facilitating peace between the Israelis and the Palestinians? What impact did King Hussein have on the Wye River peace talks? What lessons can world leaders, including Jordan's King Abdullah, learn from King Hussein and his ability to promote peace?

6. Teachers: For background information and educational activities on the Middle East conflict, please visit the following CNNstudentnews.com sites:
http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html and
http://fyi.cnn.com/2001/fyi/lesson.plans/12/03/mideast/index.html.

LINKS:
http://www.cnn.com/2002/WORLD/meast/04/02/mideast/index.html
http://cnn.com/2002/US/03/30/us.un.mideast/index.html
http://cnn.com/2002/WORLD/meast/03/30/arab.reax/index.html
http://cnn.com/interactive/specials/9902/jordan.facts/frameset.exclude.html
http://www.cnn.com/WORLD/meast/9902/07/king.hussein.obit/chrono.html
http://www.cnn.com/WORLD/meast/9902/05/jordan.neighbors/

In the Headlines: Musharraf Visit

1. Who is Pervez Musharraf? Why did he pay a surprise visit to Afghanistan's interim leader Hamid

Karzai? What gift did he give to Mr. Karzai? Why is President Musharraf's visit politically significant? What political messages did he deliver during his visit?

2. Have students learn more about the history of relations between Afghanistan and Pakistan. Instruct students to prepare a timeline that chronicles the key people and events that have helped shape Afghanistan-Pakistan relations during the last 20 years. Have students conduct research on the history and status of key issues facing these nations, including the repatriation of refugees, narcotics trading, poppy cultivation, trade, and the fight against terrorism. After students present their findings, discuss the following questions:
   1. Why has it been almost a decade since a Pakistani head of state visited Afghanistan?
   2. How has the War on Terrorism impacted Afghanistan-Pakistan relations?
   3. How do Pakistan and Afghanistan stand to benefit from an alliance?
   4. How might this alliance benefit the international community?
   5. What factors do you think might strengthen or weaken the relationship between Afghanistan and Pakistan?
   6. What do you think the future holds for the two nations?

3. Teachers: For CNNstudentnews.com backgrounders on Pakistan and Afghanistan, visit: http://fyi.cnn.com/2001/fyi/news/10/29/pakistan.history/index.html and http://fyi.cnn.com/2001/fyi/news/10/23/afghanistan/index.html.

LINKS:
http://cnn.com/2002/WORLD/asiapcf/central/04/02/musharraf.kabul/index.html

News Focus: Oil Prices

1. How much have crude oil prices increased since last September? To what extent are the violence in the Middle East and the rate of global industrial recovery affecting oil prices? Why has the demand for oil dramatically increased in recent months?

2. What is the state of Asian economies? How are higher energy prices affecting specific Asian nations? What factors might offset lost oil production from places like Iran? In the end, how might cutting oil supplies hurt Arab nations as well as the U.S.?

3. What factors affect gas prices? Divide the class into small groups. Challenge each group to conduct research to determine the factors that influence the price of gas, such as the state of the economy and the cost of production, including refinement. After each group shares its findings, ask: To what extent do political and economic forces impact each of the factors?

4. How could the rising cost of gas affect your students? Conduct a class brainstorming session and generate a list of effects higher gas costs could have on students' lives. Are students surprised by the far-reaching effects? Discuss how their lives would change and how students might adapt if the price of gas escalated a dollar or more per gallon.

5. Teachers: For an article and additional teaching activities related to this story, go to the following CNNstudentnews.com site: http://fyi.cnn.com/2002/fyi/lesson.plans/04/02/oil.prices/.

LINKS:

http://cnn.com/2002/BUSINESS/04/02/oil.prices/index.html
http://www.opec.org/

Chronicle: China Adoption

1. From which country was Wendy adopted? Why was Jim Gadoville's adoption situation unique? What are the steps involved in adopting a Chinese child? On average, how long does the adoption process take? How much does it cost?

2. Have your students consider how adopting a Chinese child might change their lives and broaden their cultural awareness. Instruct your students to imagine that they are about to welcome an adopted Chinese sister or brother into their homes. What would they want to know in advance about their new sibling's culture, customs and language? Working in groups, have students conduct research to learn more about China and its culture. Have group members present their findings, and discuss how this information would be valuable in helping them to get to know their new brother or sister.

3. Direct students to the Web sites below to learn more about the process of international adoption. Group students and have each group select a nation, such as China or Romania. Instruct groups to conduct research to learn more about the process of international adoption, and the many steps that parents must to take to adopt a child from these different countries. After groups present their findings, ask:
   - What is your opinion of the international adoption process?
   - Do you think that the process prevents some children from being adopted, or does it insure that children are only brought into homes that truly want them?
   - Would you change the international adoption process? Why or why not? If so, how?
   - What skills and attributes do you think adopting parents should have?
   - How is the Internet impacting the process of international adoption?

LINKS:
http://www.chinesechildren.org/
http://www.magma.ca/~mtooker/cities/index.htm
http://www.chinasprout.com/
http://www.adoption-service.com/frame1.html

Perspectives: China's Great Wall

1. Using a map of China, have students locate the Great Wall of China. Approximately how old is the wall? Why did various Chinese rulers build different sections of the wall? Why is it significant that the Great Wall of China has survived for so many years? Why do you think the Great Wall is considered a symbol of Chinese civilization?

2. In the video, we learn of the famous Chinese saying: "He who has not been to the wall is not a real hero." Have students discuss the meaning and sociocultural implications of this saying. Why might Chinese people feel compelled to visit the wall? Can you think of other cultural monuments that are as significant as the Great Wall? Discuss.

3. Inform students that construction of the wall is believed to have started in the 9th century B.C. Group students and assign each group one of the following Chinese dynasties whose people contributed to the creation of the Great Wall: Qin, Han, Tang and Ming. Instruct each group to conduct research to learn about the dynasty's contributions to ancient Chinese civilization and its role in the construction of the Great Wall of China. Have groups give multimedia presentations of their findings.

LINKS:
http://www.chinavista.com/travel/greatwall/greatwall.html
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/234720?op1=&st1=China%27s+Great+Wall
http://asterius.com/china/
http://execpc.com/~dboals/chin-ja.html#CHINA/JAPAN
http://www-chaos.umd.edu/history/time_line.html

Business Report: Product Placement

1. What is product placement? What product was recently seen, inadvertently, in the Enron hearings? How did Coca-Cola respond to questions about this unintentional exposure? According to the video, when has Diet Coke been "in the hot seat" before? What other companies and products have been victims of unintentional product placement?

2. In the video, we hear that advertising experts say the old adage still applies: "Any publicity is good publicity." Think back to the examples of unintentional product placement you saw in this video. Do you think any of the products you saw in the video have suffered as a result of the unintentional product placement they had? Explain. Can you think of any products you would not buy because of unintentional (or intentional) product placement with persons or circumstances you didn't like? Explain.

3. Companies typically try to tie specific images to their products. They do this to establish their niche in the consumer market. Lead a class brainstorming session to generate a list of everyday consumer products, their target markets, and the images associated with these products. For example, students might identify a popular soft drink, indicate its target market as "young consumers," and describe its image as "adventurous" and "extreme." Ask: How might unintentional product placement affect the images tied to these products? If each product listed fell victim to unintentional product placement, do you think it would have a significant impact on the demand for that product? Why or why not?

4. Send students on a media scavenger hunt to survey examples of intentional and unintentional product placement in print media, television and movies. In each case, have students note the specific product, date and time of its appearance, and the context in which it appeared. Have students share their notes with the class. Do students consider any of the examples of product placement they noted as "negative"? Do their findings support or refute the claim that "Any publicity is good publicity"? Discuss.

LINKS:
http://www.csmonitor.com/durable/1999/02/10/p11s1.htm
http://advertising.utexas.edu/world/Placement.html

Student Bureau: Horse Therapy

1. What is the Helping Horse program? What does "therapeutic" mean? How has this program been therapeutic for Kathy Beirlein? What do the volunteers get from the Helping Horse program? According to program instructor Holly Tyndall, what is the goal of Helping Horse?

2. Poll students to see how many of them own or have ever owned a pet. What kind of bond did they develop with their pets? Generate a class discussion about the human-animal bond and its benefits for emotional and physical health. Send students to the Internet and local media resources to learn more about human-animal interaction programs that provide benefits for those who participate, such as dog and cat visitation in nursing homes, animal programs for disabled individuals, etc. Invite a representative from one of these programs to talk to your class about the effort and its positive effects.

- **LINKS:**
http://vetmedicine.about.com/library/weekly/aa061199.htm?iam=dpile&terms=horse+therapy
http://www.dog-play.com/therapy.html

EDITOR'S NOTE:
Palestinians
Jordan
Pervez Musharraf
oil embargo
adoption
product placement
civilization
China

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CNN NEWSROOM Guide

April 04, 2002

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---------- PROGRAM RUNDOWN ----------

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Today's top stories

Lead Story: Mideast Conflict ... 05:15...06:00
-Egypt limits its relationship with Israel.
-Bethlehem becomes a "ghost town" in the wake of recent violence.

News Focus: Syria ... 03:00...09:00
The U.S. links Syria to the terror attacks against Israelis.

Chronicle: Hong Kong True Colors ... 02:10...11:10
Can understanding auras lead to better health?

CNN STUDENT NEWS PERSPECTIVES ... 00:10...11:20
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Bali Highlands ... 06:10...17:30
CNN's Stephanie Oswald takes an ecotour of Bali.

Science Report: El Nino Impact ... 04:10...21:40
Forecasters predict how El Nino will impact next winter's weather.

More Science: Black Water ... 02:50...24:30
A mysterious area of black water has appeared near Florida.

Student Bureau ... 02:10...26:40
What is acupuncture?

Where in the World? ... 01:00...27:40
Answer: Bali

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Conflict

1. Why did Egyptian President Hosni Mubarak suspend all contact with Israel, except for diplomatic relations? What are the implications of this decision for Israel, international community and the Middle East peace process? Why is it unlikely that war will erupt between Egypt and Israel?

2. Locate the city of Bethlehem on a map of Israel. Why is this city historically significant? How has the city been affected by the recent round of violence? In the video, a Palestinian sympathizer asserts that the only way to stop Israel's attacks is to use more suicide bombers. Have students discuss the implications of the statement, and whether or not they agree with the Palestinian sympathizer.

3. Teachers: For a CNNstudentnews.com educational activity on the international community's responses to the current Mideast conflict, go to:
http://fyi.cnn.com/2002/fyi/lesson.plans/
04/03/middle.east/.

   For background information and educational activities on the Middle East conflict, please visit the following CNNstudentnews.com sites:
http://fyi.cnn.com/fyi/interactive/
0108/mideast/index.html and
http://fyi.cnn.com/2001/fyi/lesson.plans/
12/03/mideast/index.html.

LINKS:
http://cnn.com/2002/WORLD/meast/04/03/us.egypt.mideast/index.html
http://cnn.com/2002/WORLD/meast/04/03/wedeman.otsc/index.html
http://www.cnn.com/2002/WORLD/meast/04/03/mideast/index.html
http://www.cnn.com/2002/WORLD/meast/04/03/salman.cnna/index.html
http://www.cnn.com/SPECIALS/2001/mideast/

News Focus: Syria

1. What is Syria's stance on the conflict between the Israelis and the Palestinians? What is international diplomacy and why is it important? Why do you think Syria boycotted last Saturday's U.N. Security Council meeting? How do diplomats and analysts view Syria's participation on the Security Council?

2. How would you describe the relationship between the U.S. and Syria? Why has the U.S. included Syria in its "axis of evil"? What are the political ramifications of this designation?

3. Have students conduct research and prepare presentations on the history of relations between the U.S. and Syria since the Gulf War. Have students create a timeline of their findings. Then ask: Why is Syria on the U.S. State Department's list of state sponsors of terrorism? Where does Syria stand on the U.S. campaign against terrorism? What would need to happen for relations to improve between the U.S. and Syria? Discuss.

4. Direct students to the Internet and other resources to research the history, function and powers of the U.N. Security Council. What is the Council's role in relation to the Israeli-Palestinian conflict? When did Syria join the Council? Have students share their findings. Then, as a class, discus the following questions: Why do you think Syria was elected as a non-permanent member of the U.N. Security Council? How might Syria's participation impact the Israeli-Palestinian issue and the War on Terrorism? Do you think Syria should serve on the Council? State your rationale.

LINKS:
http://cnn.com/2002/US/04/02/rumsfeld.mideast.ap/index.html
http://www.arab.net/syria/syria_contents.html
http://www.syria-net.com/
http://www.un.org/Docs/scinfo.htm

Chronicle: Hong Kong True Colors

1. What is an "aura"? What type of technology is used to capture auras? According to the segment, why should people care about the colors of their auras? How are auras used in conjunction with yoga?

2. In the video, Ming Lee asserts that people, especially those in the corporate world, often wear "masks" to hide their fears and insecurities. Do you agree with Ming Lee? Why or why not? If so, why do you think this is so? What are the pros and cons of masking your emotions?

3. Directs students to the links below, and other resources, to learn about the similarities and differences between Chinese and Western medicine. According to experts, "the goal of Chinese healing is the restoration of balance in the body." Ask students: Do you think the mind/body connection influences the causes and treatments of disease in your culture? Explain. What historic and cultural factors contribute to the differing philosophies underlying Chinese and Western medicine?

   EXTENSION: What is yoga? How is yoga different from other forms of exercise? Inform students that, "There are many styles of yoga. The differences are usually about emphasis, such as focusing on strict alignment of the body, coordination of breath and movement, holding the postures, or the flow from one posture to another."

   Group students. Have each group refer to the last three Web sites below to prepare a presentation about the different styles of yoga, and how yoga is used to treat various health concerns, including diabetes, arthritis and stress. Following the presentations, invite a yoga instructor to your class to conduct a yoga session with your students. If you are unable to locate a yoga instructor, you can expose your students to yoga by using an instructional yoga video, which you should be able to obtain from your local library or video store.

LINKS:
http://chineseculture.about.com/msub101.htm
http://www.qi-journal.com/TCM.html
http://www.healingpeople.com/
http://cnn.com/HEALTH/indepth.health/alternative.medicine/yoga.html
http://cnn.com/HEALTH/alternative/9906/03/yoga.health/
http://www.yogasite.com/

Perspectives: Bali Highlands

1. Locate Bali on a map of Indonesia. What factors make Bali unique? What type of tour did CNN correspondent Stephanie Oswald take to see Bali? What aspects of Bali are depicted in the video segment? Why is the Ulun Danu Temple on Lake Bratan culturally significant? How does the culture

of Bali compare to your nation's culture?

2. Inform students that the United Nations has designated 2002 as the "International Year of Ecotourism." Refer your students to the links below and other resources to learn about the economic, environmental and social benefits of ecotourism, and the options available for ecotourism in different parts of the world. Divide your students into five groups to find ecotourist locations in either South America, Southeast Asia, Europe, North America, or Africa. Instruct each group to find at least three ecotourist locations in their assigned geographical area. Ask the groups to assess each location by considering the following:
   1. What are the attractions of the location?
   2. Why is the location unique?
   3. How is the local population affected by tourism?
   4. How is the ecosystem likely to be affected by increased tourism?
   5. What steps should be taken to minimize the adverse effects of increased tourism?

   Have groups present their research to the class and discuss.

LINKS:
http://www.bali-paradise.com/news/980515.html
http://www.indo.com/update/index.html
http://www.explorephoto.com/Bali.htm
http://www.ecotourism.org/
http://home.about.com/travel/hubsearch.htm?terms=ecotourism&SUName=travel&TopNode=2727

Science Report: El Nino Impact

1. What is El Nino? What were some effects from the last El Nino? According to forecasters, how is El Nino expected to influence our weather next winter? Why do forecasters want to observe weather patterns over the next month? Do you agree with the National Oceanic & Atmospheric Administration's (NOAA) claim that early forecasts give industries time to plan ahead? Why or why not?

2. What were some "good memories" from the last El Nino that were shown in the video? Why was El Nino able to save the U.S. about five billion dollars in emergency relief funds? What types of weather conditions are expected for northern Australia, the Philippines and northern South America? How are some parts of the world already feeling the effects of El Nino?

3. Point out to students that El Ninos occur every two to five years, and each one brings some alteration in normal weather patterns. Refer students to the Web sites below to learn more about El Ninos. Have students create a concept of El Ninos, illustrating their causes and possible effects. Ask: How does the temperature of the ocean impact weather patterns?

4. Group students. Have each group select one of the following areas mentioned in the video: California, Indonesia, northern Australia, the Philippines, northern South America and Peru. Direct each group to conduct further research to determine the physical, ecological, economic and personal ramifications that might occur in these locations due to El Nino. Have groups share their findings. Then ask: How do these areas stand to benefit if the forcasters' predictions regarding the next El Nino are accurate? What problems might ensue for these areas if the forecasters' predictions are inaccurate? Discuss.

LINKS:
http://www.noaa.gov/
http://www.elnino.noaa.gov/
http://www.cnn.com/SPECIALS/el.nino/
http://www.umassd.edu/Public/People/Kamaral/thesis/ElNino.html

More Science: Black Water

1. What unusual occurrence did fishermen discover in the Gulf of Mexico near Florida? When did the black water first appear? How is the back water affecting fish and other sea life? What do scientists believe is causing the water to turn black?

2. Teachers: For a CNNstudentnews.com article and teaching activity on this topic, go to: http://fyi.cnn.com/2002/fyi/news/03/27/big.blob/index.html.

LINKS:
http://cnn.com/2002/TECH/science/04/02/black.water/index.html

Student Bureau: Acupuncture

1. What is acupuncture? How does it work? What are "yin" and "yang"? What is a "placebo effect"? Why do modern acupuncturists use steel needles rather than traditional ones made of gold, bronze and stone?

2. Direct students to the Web sites below to learn about the similarities and differences between Chinese and Western medicine. According to experts, "the goal of Chinese healing is the restoration of balance in the body." Ask students: Do you think the mind/body connection influences the causes and treatments of disease? Explain. What historical and cultural factors contribute to the differing philosophies underlying Chinese and Western medicine? Do you think acupuncture will ever replace modern Western medicine? Why or why not?

3. Group students. Refer each group to multimedia resources, including the links below, to research how Western and Chinese physicians might diagnose and treat a particular ailment, such as cardiovascular diseases, rheumatism, diabetes, obesity, cancer or HIV/AIDS. As a class, create a comparison chart that depicts the groups' findings. Then ask students: What might Chinese and Western physicians learn from each other?

LINKS:
http://www.cnn.com/NATURE/9910/07/asia.quest/index.html
http://chineseculture.about.com/msub101.htm
http://www.qi-journal.com/TCM.html
http://www.medicalacupuncture.org/
http://www.mayohealth.org/

EDITOR'S NOTE:
Egypt
Bethlehem
Syria
diplomacy
U.N. Security Council
algae
aura
Bali

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CNN NEWSROOM Guide

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CNN STUDENT NEWS ... 00:10...01:05
Today's top stories

Lead Story: Mideast Conflict ... 06:40...07:45
-President Bush sends Secretary of State Colin Powell to the Middle East.
-Two Palestinian teens are stranded in San Francisco.

News Focus: Middle East Reflections ... 02:35...10:20
What role should the U.S. have in securing Mideast peace?

Chronicle: China Desert Storm ... 02:25...12:45
Much of China is turning into desert.

Chronicle: Chinese Agribusiness ... 02:15...15:00
Chinese farmers prepare to compete in the global market.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...15:10
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: China Bells ... 02:55...18:05
The Imperial Bells are a link to China's ancient culture.

Week in Review: Mideast Violence ... 04:05...22:10
CNN Student News' Joel Hochmuth provides a global perspective on the Mideast crisis.

Student Bureau ... 03:20...25:30
The Ozark Mountain International Hostel offers a unique travel experience.

Where in the World? ... 01:00...26:30
Answer: Washington, D.C.

CNN NEWSROOM CLOSE ... 01:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Conflict

1. What city did Israeli troops most recently attack? How has the international community responded to Israel's attacks? Why is President George W. Bush sending U.S. Secretary of State Colin Powell to the Middle East? How has the Bush administration's Middle East policy changed since Thursday? Why are some members of the European and Arab communities criticizing Bush's Mideast policy and Powell's trip?

2. Who are Sanabel Al Faraja and Kayan Al Saify? Where are they from? Why are they stranded in San Francisco? How have these teens and their families been affected by the violence that is taking place in Bethlehem? What are their thoughts and feelings regarding the Mideast crisis?

3. What is the topic of the documentary "Promises"? How does Sanabel feel about the Jewish boys that were in the documentary? What is her opinion of the suicide bombers? Why do you think Sanabel uses the term "despair" to describe how Palestinians are feeling at this point in time?

4. Have students consult multimedia news sources to learn more about Powell's upcoming trip to the Middle East. Why is Powell's visit politically significant? What challenges do you think he will face during his visit? What issues will be at the top of the Arab agenda? How should Powell deal with these issues? If you were an advisor to Powell, what advice would you give him about his upcoming trip?

5. While in the Middle East, Secretary Powell plans to work on the implementation of the Tenet and Mitchell plans. For a CNNstudentnews.com article and teaching activity on the potential impact of these plans, go to: http://fyi.cnn.com/2002/fyi/lesson.plans/03/18/cheney.trip.update/.

LINKS:
http://www.cnn.com/2002/WORLD/meast/04/04/mideast/index.html
http://www.cnn.com/2002/US/04/04/bush.transcript/index.html
http://www.promisesproject.org/film.html
http://www.cnn.com/interactive/world/0204/bethlehem/frameset.exclude.html

News Focus: Middle East Reflections

1. What is President George W. Bush's view on the violence currently taking place between the Israelis and the Palestinians? Describe the measures that the Bush administration has taken to address this issue. What messages has Mr. Bush delivered to Palestinian leader Yasser Arafat and Israeli Prime Minister Ariel Sharon? What is the most important Middle East issue that the international community needs to address?

2. Have students review the history of America's involvement in the Middle East peace process. Have students create a timeline of their findings. Then, as a class, discuss the following questions:
   - Why do you think the U.S. has a vested interest in securing peace in the Middle East?
   - Does the U.S. need to be involved in the peace process for peace to be achieved in this region?

- What role, if any, do you think the U.S. should assume in the current Israeli-Palestinian conflict?
- Do you think Mr. Bush should commit U.S. peacekeeping troops to the region, if both the Israelis and the Palestinians supported the action?

LINKS:
http://www.cnn.com/2002/WORLD/meast/04/04/mideast/index.html
http://www.cnn.com/SPECIALS/2001/mideast/

Chronicle: China Desert Storm

1. How much of China's land mass is desert? Which areas of China are the most vulnerable to desertification? What factors are contributing to the expansion of desert in China? How is this geographic transformation affecting Beijing? What is the city doing to address the problem?

2. What kinds of deserts exist? What geographic and biological features are unique to each? Have students work in groups to select a desert anywhere in the world and research its location, geographic features, ecosystems and any other important facts. Then direct each group to use its data to create a factsheet on that desert. Have groups edit and combine their factsheets into a Deserts of the World reference book to be kept in the classroom.

LINKS:
http://cnn.com/2002/WORLD/asiapcf/east/03/21/china.desert/index.html
http://www.countrywatch.com/cw_country.asp?vCOUNTRY=37
http://www.desertusa.com/
http://pubs.usgs.gov/gip/deserts/
http://www.fao.org/desertification/default.asp?lang=en

Chronicle: Chinese Agribusiness

1. What is agribusiness? Why are Chinese farmers having to learn more efficient methods of livestock management? Which government is partnering with the Chinese to help Chinese farmers improve their efficiency and increase their dairy production?

2. What is the World Trade Organization(WTO)? How will China's membership in the WTO affect government subsidies and trade protection for Chinese farmers? What will Chinese farmers have to do to compete in the world market?

3. What kind of market niche is being filled by Beijing's Glorious Land Agricultural Company? What is "safe" produce? Why do you think the demand for this kind of food is outpacing supply in China? What role could technology play in helping Chinese farmers meet demand, both at home and abroad?

4. To fully understand this story, students must understand the impact of WTO membership on Chinese agriculture. Divide students into small groups. Assist them in researching information about Chinese farms under the current communist system. Next, have groups examine the mission of the WTO. Share group findings in class discussion. Challenge students to put themselves in the place of Chinese farmers. How would their lives and livelihoods be different as a result of their country's membership in an organization whose main function is "to ensure that trade flows as smoothly, predictably and freely as possible"?

LINKS:
http://www.wto.org/
http://www.wto.org/english/thewto_e/whatis_e/whatis_e.htm

http://www.index-china.com/index-english/agr-s.html
http://www.index-china.com/index-english/agr-reform-s.html

Perspectives: China Bells

1. Refer students to the first two links below, and other resources, to learn about the history and cultural significance of the Hubei Bells, also known as the Imperial Bells of China. Pose the following questions to guide students' research: When were the bells first used? What did they symbolize? How long does it take to learn to play the bells? Where is the original set of Imperial Bells? Have students share their findings in class discussion.

2. The Imperial Bells represent just one aspect of the culture of ancient China. Divide your class into groups. Have each group select one period or aspect of ancient Chinese history, and conduct research to learn more about it. Direct each group to make a multimedia presentation of its findings.

LINKS:
http://www.blacksun.com/releases/17075.htm
http://www.sonyclassical.com/releases/63368a.htm
http://members.aol.com/Donnclass/Chinalife.html#CHEAT
http://www.friesian.com/sangoku.htm
http://students.pepperdine.edu/iyu/culture.htm

Week in Review: Mideast Violence

1. How has the U.N. responded to President George W. Bush's announcement that he is sending Secretary of State Colin Powell to the Middle East? How has the Bush administration's Middle East policy changed since Thursday? Why has this change occurred? What specific events in the Middle East triggered the Bush administration's change of policy?

2. Do you think Israel will comply with Mr. Bush's request and stop its attacks against Palestinian-controlled areas? Why or why not? If Israel were to halt its attacks, do you think the Palestinians and other members of the Arab world would be appeased? State your rationale. In your opinion, how important is Powell's visit? What do you think might happen if Powell's efforts succeed? What might happen if his efforts fail? Discuss.

3. Teachers: For background information and educational activities on the current Mideast crisis, visit the following CNNstudentnews.com sites:
http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html

http://fyi.cnn.com/2001/fyi/lesson.plans/12/03/mideast/index.html

http://fyi.cnn.com/2002/fyi/lesson.plans/04/03/middle.east/

http://fyi.cnn.com/2002/fyi/lesson.plans/04/04/egypt.relations/.

4. Teachers and students: Test your knowledge of this week's news! Check out the Weekly News Quiz on CNNstudentnews.com.

LINKS:

http://www.cnn.com/SPECIALS/2001/mideast/

Student Bureau: River Hostel

1. What is a hostel? Where is the Ozark Mountain International Hostel located? Who is Dan Taylor? Why is running the hostel challenging for Taylor?

2. Why is traveling to new places important? If any of your students have traveled abroad, have them share their experiences. What are some of the different approaches that people take to traveling? Which type of travel experience would you find the most rewarding? Why?

3. According to Hosteling.com, "Hosteling is, in part, the act of traveling and staying in hostels. It's often called "backpacking" in many parts of the world and it's perhaps best described as traveling cheaply with an adventurous spirit." Refer each student to the links below and other resources to learn more about international hosteling and research and plan a weeklong hosteling tour of a specific area of the world. Have students prepare travel itineraries that include: the places they would visit, background information on these places, maps, travel and hostel arrangements, and a list of necessary travel documents. After students share their itineraries with the class, have them identify the best approach to take to plan a trip.

LINKS:
http://www.hostels.com/
http://www.hostels.com/worldawaits/WAchapters/WA08.html
http://www.hostelsofamerica.com/Homex.html

EDITOR'S NOTE:
Colin Powell
peace process
documentary
Palestinians
Chinese agriculture
desert
Imperial Bells of China
hostel

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CNN NEWSROOM Guide

April 08, 2002

Teachers: Today's CNN STUDENT NEWS program has been preempted for live coverage of Israeli Prime Minister Ariel Sharon's speech to the Israeli Knesset.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:00... 00:00

CNN NEWSROOM CLOSE ... 00:00... 00:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

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CNN NEWSROOM Guide

April 09, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Iraqi Oil ... 06:30...07:00
-Iraqi leader Saddam Hussein cuts off his country's oil exports.
-Iraqis demonstrate their support for the Palestinians.

News Focus: Russia Oil Production ... 03:00...10:00
Russia struggles to regain its place as the world's biggest oil producer.

News Focus: Turkey Oil Pipeline ... 05:00...15:00
Caspian oil could help stabilize the economy and politics of the region.

Chronicle: Shuttle Mission ... 02:20...17:20
The shuttle Atlantis is on its way to rendezvous with space station Alpha.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:30
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Russia's Physically Challenged ... 03:40...21:10
Russia's capital is an obstacle course for its disabled.

Health Report: Japan Vitamin Shirt ... 02:20...23:30
A Japanese company creates a T-shirt that is impregnated with vitamin C.

Smart Medicine: Overweight Kids ... 00:40...24:10
American children and teens are heavier than ever.

Student Bureau ... 02:00...26:10
Meet two brothers who don't let physical challenges get in the way of their music.

Where in the World? ... 01:00...27:10
Answer: Russia

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Iraqi Oil

1. Who is Saddam Hussein? What announcement did he make yesterday regarding his country's oil exports? How is his announcement expected to affect gas prices? Why is the Bush administration concerned about higher gas prices? How is the Iraqi oil embargo expected to affect the world's oil supply? Why?

2. What nation is the largest supplier of oil to the U.S.? How do the Saudis feel about using oil as a political tool? Why do you think they have led the effort to abandon that strategy? Does it appear that Saudi Arabia is considering joining the Iraqi oil embargo? What two nations are? How might instability among the oil producing nations cause far-reaching economic and political problems?

3. When was the last time Arab nations used oil as a political weapon? How have the world's wealthiest nations prepared for a similar oil embargo? What other factors could make a halt to Arab oil production less effective than the 1973 embargo? Why is oil as important to the producing nations as it is to those who consume it?

4. What do some suspect is the real motive behind Saddam Hussein's announcement? With whom is Saddam "sharing the spotlight" among his people? How is Iraq supporting the families of the Palestinian suicide bombers? Could ordinary Iraqis benefit from that money? Why do you think Iraqis are not questioning their leader's financial priorities? Why is Yasser Arafat so popular in Iraq? Why is Saddam Hussein strongly supportive of the Palestinians?

5. According to the U.S. Energy Information Administration, "Iraq is important to world energy markets because it holds more than 112 billion barrels of oil - the world's second largest reserves." Yet Iraq is currently only allowed to sell its oil in a U.N. sponsored "oil-for-food" program. Why? Have students research the 1991 U.N. sanctions on Iraq. Direct them to discover the reason for the sanctions as well as the conditions for the removal of the sanctions. After they have completed their research, ask students: Why do you think the sanctions are still in place? Although Iraq is not a power player in the global oil market, how might its production cuts have ripple effects in the world market? Discuss.

6. Teachers: You can find a CNNstudentnews.com related story and educational materials at: http://fyi.cnn.com/2002/fyi/news/04/08/iraq.oil/index.html.

   EXTENSION: What is OPEC? Is Iraq a member of this organization? Have students conduct research to learn how OPEC's actions affect the supply and price of oil on the world market, and share their findings. Inform students that the OPEC Web page indicates that the organization's member nations "aim to bring stability and harmony to the oil market by adjusting their oil output to help ensure a balance between supply and demand." Is Saddam Hussein's announcement likely to do bring stability and harmony to the oil market? Why or why not?

LINKS:
http://www.eia.doe.gov/emeu/cabs/iraqfull.html

http://www.oilnews.com/
http://www.opec.org/
http://news.bbc.co.uk/hi/english/world/middle_east/newsid_1410000/1410110.stm

News Focus: Russia Oil Production

1. Where are the Ural Mountains? For what natural resource does the Lukoil-Perm company drill there? What makes the working conditions difficult?

2. Describe the new technology in which Lukoil-Perm has invested. Why is the company interested in lowering the costs of oil production in Russia? How do oil production costs in Russia compare to oil production costs internationally? What is vertical integration? Why do you think vertical integration is helping Lukoil-Perm grow? How is this growth benefiting workers like Svetlana Kuznetsova?

3. What organization is Russia challenging as the global leader in oil production? What are some of the member nations of OPEC? What do you think could be the political and economic implications of Russian dominance of the global oil market?

4. Russia is a vast repository of natural resources. Direct students to their textbooks and the Internet to learn more about these resources. (The second Web site below, from the U.S. Department of Energy, should be helpful.) Have students create geographic maps of Russia and label the locations of important natural resources found there. Discuss the challenges associated with harvesting these resources for sale to international markets.

LINKS:
http://www.lukoil.com/
http://www.eia.doe.gov/emeu/cabs/russia.html
http://www.eia.doe.gov/emeu/international/russia.html
http://power.about.com/library/weekly/aa111601a.htm?iam=dpile&terms=Azerbaijan+oil

News Focus: Turkey Oil Pipeline

1. Locate the nation of Azerbaijan on the Holt, Rinehart and Winston World Atlas at http://go.hrw.com/atlas/norm_htm/asia.htm. What natural resource is being harvested in Azerbaijan and then transported from that nation to Europe? What will be the termination point for the pipeline that is being built?

2. What event put doubts about this pipeline to rest? Why has Turkey's government been strongly supportive of the pipeline? Which neighboring nation originally opposed the pipeline before September 11? Why has the Caspian region suddenly become more important to Western nations?

3. In the video, we hear that the new pipeline is seen as a "tangible expression of the end of the Cold War." What does this mean? Have students consult the Internet and other resources to learn more about the Baku-Ceyhan pipeline and the countries that are impacted by it. Share students' findings. How is the pipeline "a symbol of how an old world of competition and confrontation...is giving way to a new era of cooperation and regional stability"? Discuss the ways in which economic opportunity often translates into political stability. Have students, working in groups, identify and research other examples of international cooperation that have resulted in positive economic consequences.

4. Use this news story to illustrate a practical application of the effect of supply on price. Ask students: If the Caspian region is developed as a major oil producer, what will be the likely impact on the price of gasoline? Why? What is OPEC? How would this organization likely respond to an influx of Caspian oil on the world market?

LINKS:
http://scf.usc.edu/~baguirov/azeri.htm
http://www-scf.usc.edu/~baguirov/azeri/nasibzade1.html
http://travel.state.gov/azerbaijan.html
http://geography.about.com/library/cia/blcazerbaijan.htm

Chronicle: Shuttle Mission

1. What is the primary mission of the space shuttle Atlantis crew? Why is NASA calling this one of the most complex space missions to date? According to astronaut Ellen Ochoa, how has space station Alpha changed since her last visit? What record will astronaut Jerry Ross be setting during this trip?

2. NASA officials have called the International Space Station "a significant step" in human history. Ask students to consider how the ISS may usher in a new "age of exploration." Generate a class discussion about what humans learned about themselves and their world during exploration of the continents and oceans on earth. What might humans hope to learn about themselves and their universe in a new age of exploration in space? Challenge each student to write a short story set in the year 2010 describing the knowledge humans have attained as a result of the space station's mission.

3. Teachers: For related activities, check out the following Riverdeep.net site:
"What's It Like to Meet an Astronaut? "
http://www.riverdeep.net/current/2000/08/090100
_astronaut.jhtml.
Also, your students can see when the ISS will appear over their area and its approximate position in the sky by going to http://spaceflight.nasa.gov/realdata/sightings/.

LINKS:
http://www.cnn.com/TECH/specials/shuttle.central/interactive/mission.guide.STS-110/frameset.exclude.htr
http://fyi.cnn.com/2002/TECH/space/04/07/space.shuttle.ap/index.html

Perspectives: Russia's Physically Challenged

1. What is the capital of Russia? Why is winter in Moscow especially tough for the city's disabled people? What kinds of accommodations commonly seen in the U.S. are practically non-existent in Moscow?

2. What are Russia's disabled people doing to "move into the mainstream"? What kind of car do Evgeny and Olga drive? How is the Oka different from conventional cars? How much does the Oka cost? What kind of help can the disabled get to pay for this car?

3. What is the Russian word for disabled? How does this word describe how the disabled were once treated? How are Russia's disabled changing that treatment today? What has the All-Russian Society for the Disabled done to promote the rights of disabled people?

4. Direct students to the last Web site below to read the text of the United Nations Declaration on the Rights of the Disabled, passed in 1975. After students have read this document, ask them to recall what they have seen in the video. How would they "grade" Russia's treatment of its disabled citizens? To what extent is Russia implementing the principles of this declaration? Discuss.

LINKS:
http://www.disabilityworld.org/June-July2000/IL/Russia.html
http://www.russiajournal.com/weekly/article.shtml?ad=384

http://www.qconline.com/russia/russia15.shtml
http://www.dcil.org.uk/services/Russia.html
http://www.unhchr.ch/html/menu3/b/72.htm

Health Report: Japan Vitamin Shirt

1. What unique product is featured in this Health Report? What factors inspired researchers at the Fuji Spinning Company to develop the Vitamin C T-shirt? Why did the shirt's developers choose vitamin C? What is "pro-vitamin"? How does it work? Do you think this product would be a big seller in your country? Discuss.

2. Inform students that, according to a BBC.com article, "Health experts say the best way to get the required daily dose of vitamins (and minerals) is to eat a varied and balanced diet, containing lots of fruit and vegetables." Refer students to the first two Web sites below to learn more about vitamins and minerals and how they promote good health. Pose the following questions to guide students' research:
   1. What are vitamins and minerals?
   2. How many essential vitamins and minerals are there?
   3. In what foods are these vitamins and minerals found?
   4. Should people take vitamin-mineral supplements?
   5. What is a micronutrient?
   6. What happens if a person does not get enough of a micronutrient over a prolonged period of time?
   7. What health problems are associated with different vitamin deficiencies?

   Have students present their findings. Then, as a class, create a chart that depicts the source and function of the 13 vitamins and essential minerals. Next, bring in an assortment of fruits and vegetables. Have each student use a mixture of the fruits or vegetables to make a salad, or if you have access to a juicer, each student can make his/her own juice. Instruct students to list the vitamins and minerals contained in their salads or juices, and describe how these nutrients are benefiting their bodies.

LINKS:
http://news.bbc.co.uk/hi/english/world/asia-pacific/newsid_1442000/1442057.stm
http://cnn.com/FOOD/news/9904/20/vitamin.c.guidelines/
http://www.eatright.org/
http://www.nih.gov/news/pr/apr99/niddk-20.htm

Student Bureau: Music Makers

1. Who are Robby and Rick Heisner? For how long have they been performers? With what disease were these brothers diagnosed as children? What are the symptoms of this disease? What is the name of the Heisner's band? How do the brothers think their disease stereotypes them? What has making music done for Robby and Rick, both mentally and physically?

2. Inform students that muscular dystrophy is a general name for a group of inherited muscle disorders that cause progressive weakening. There are different types of muscular dystrophy, occurring in infancy, childhood and adulthood. Divide the class into small groups and have them research the different types of muscular dystrophy, their symptoms and treatments. Share group information and discuss the medical progress being made against MD.

LINKS:
http://www.mdausa.org/
http://rarediseases.about.com/cs/musculardystrophy/index.htm

EDITOR'S NOTE:
Saddam Hussein
Iraq
Yasser Arafat
Azerbaijan
pipeline
Caspian Sea
International Space Station
muscular dystrophy

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CNN NEWSROOM Guide

April 10, 2002

Plan on including CNN Student News in your lessons! Sign up here http://fyi.cnn.com/fyi/updates/ to receive the Weekly Email Update.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Diplomatic Mission ... 05:00...05:30
(Teachers: You may want to preview the second story for its content before showing students.)
-Sec'y of State Powell visits Egyptian Pres. Mubarak.
-CNN's John Vause interviews Gaza militants.

Queen Mother Funeral ... 03:20...08:50
Britons bid farewell to the Queen Mother.

News Focus: School Fears; Campus Conflict ... 05:40...14:30
-Israeli schools tighten security in the wake of suicide bombings.
-Tensions flare between Jewish and Palestinian students on U.S. campuses.

Chronicle: Russian Circus ... 03:20...17:50
The Russian Circus fights to survive tough times.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...18:00
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Caspian Sturgeon ... 02:10...20:10
New research indicates that the Caspian Sea sturgeon is on the brink of extinction.

Business Report: Russia Mary Kay ... 03:05...23:15
Russia's economic crisis has opened new doors for some women.

Student Bureau ... 03:10...26:25
Filipino WWII veterans seek full benefits from the U.S. government.

Where in the World? ... 01:00...27:25
Answer: The Philippines

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Diplomatic Mission

1. Where is Secretary of State Colin Powell? With whom did he meet yesterday? What did Secretary Powell and President Mubarak discuss? With whom will Mr. Powell meet this week?

2. Where is Gaza? Who is CNN's John Vause meeting there? How do these young men identify themselves? With what Palestinian group are they connected? What is Fatah? With what atrocities is the Fatah organization connected? Why are the young men willing to sacrifice their lives? Why does the arrival of the CNN crew "cause a small panic" among the Gaza militants?

3. Why is Gaza at the center of conflict between Israelis and Palestinians? Use this opportunity to familiarize your students with this region and its importance to both Israelis and Palestinians. Have them use the Web sites below and other resources to learn about Gaza, its history, and its people. Share students' findings in class discussion. Why is Gaza significant, politically and economically, to both Palestinians and Israelis? Discuss.

LINKS:
http://fyi.cnn.com/2002/WORLD/meast/04/09/mideast/index.html
http://www.odci.gov/cia/publications/factbook/geos/gz.html
http://www.nationalgeographic.com/gaza/b024.html
http://www.mogaza.org/firstenglish.htm
http://judaism.about.com/cs/mapsofisrael/index.htm?iam=dpile&terms=Gaza

Queen Mother Funeral

1. Who was the woman who was known as Great Britain's Queen Mother? Who was her husband? Who is the current reigning monarch of Great Britain?

2. Who attended the funeral of the Queen Mother? What were some aspects of the ceremony? Why was the flyover of vintage British aircraft especially significant? Where was the Queen Mother buried?

3. Inform students that the Queen Mother was born in 1900, when the British Empire covered one-fifth of the world. Much has changed for Great Britain and the world since that time. Throughout her life, the Queen Mother witnessed some of the most significant developments and historical moments in modern history. Have students conduct research to learn more about the life and times of the "Queen Mum." Direct each student to choose a day in the Queen Mother's life and write a journal entry of that period from her perspective. Have students share their journal entries with the class.

LINKS:
http://fyi.cnn.com/2002/WORLD/europe/04/09/uk.funeral/index.html
http://www.queenmother.org/
http://www.queenstamps.com/bio.html
http://www.worldbookonline.com/wbol/wbAuth?wbol=42346

News Focus: School Fears; Campus Conflict

1. Where is the Beit Hakerem school? What concern preoccupies students and teachers there? How do teachers try to keep the atmosphere upbeat? Why are parents concerned that the school could be a target? What are the parents at Beit Hakerem doing to promote their children's safety? Why did parents in other schools threaten a solidarity strike? What are Israeli authorities doing to calm parents' fears? What are Israeli school children being taught in an attempt to establish a sense of security at their schools?

2. What is sparking demonstrations among Jewish and Palestinian college students in the U.S.? When were these demonstrations scheduled to be held? Why are officials at the University of California at Berkeley concerned? Why are some Palestinian students protesting against UC Berkeley investments?

3. Consider the significance of both the Israeli and the Palestinian students selecting the same day for their protests. Ask: Why is April 9 a commemorative day for both the Israeli Action Committee and for the Students for Justice in Palestine group? Do you think the selection of the date by both sides was meant to be provocative or simply coincidental? Explain. Do you think each group has a legitimate reason for the selection of April 9 for its protest? Why or why not?

4. Have students analyze how a new battleground for the Middle East conflict has emerged on the campuses of U.S. colleges and universities. Ask: Do you think students should become involved in the political arena? Discuss.
    1. Refer students to Holt, Rinehart and Winston's "American Government" textbook or to other resources to research the Constitution's First Amendment: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."
    2. Lead a class discussion on students' interpretations and applications of the rights of peaceful assembly and free speech.
    3. Brainstorm a list of U.S. political situations in which students have exercised their rights under the First Amendment in such historical contexts as the Vietnam War and the American Civil Rights Movement.
    4. Group students and assign each group one political situation from the list.
    5. Have each group conduct research on the demonstrations, leaders and consequences of these protests.
    6. Share groups' findings and discuss the extent to which each event was a responsible and effective exercise of the First Amendment.

    After students have presented their findings, have students write essays on the significance of participating responsibly in a democratic society by exercising one's rights guaranteed under the Constitution, focusing on those specified in the First Amendment. Instruct them to include examples related to issues in their school and/or community.

5. Teachers: Your students can read a CNNstudentnews.com version of this story at http://fyi.cnn.com/2002/fyi/news/04/09/student.protest/index.html.

LINKS:
http://www.freedomforum.org/templates/document.asp?documentID=3924
http://fyi.cnn.com/2002/WORLD/meast/04/09/israeli.children/index.html

Chronicle: Russian Circus

1. What is the current status of the Russian Circus? What kinds of skills do those who come to the

Russian Circus school learn? Why does one instructor say that "you can't be made a clown, you have to be born one"? What does it mean when it is said that this is a circus "for the masses"?

2. What has happened to the Russian Circus since the days of the Soviet Union? What other attractions have stolen the attention of Russian audiences? How is the Russian Circus "fighting back"? Do you think this circus can compete with television, movies and video games? State your rationale.

3. Use this opportunity to introduce your students to Russian culture and entertainment. Have them consult the Internet and other resources to learn more about the different aspects of Russian culture and entertainment, including its folklore, traditional and modern music, dancing, theater, etc. Divide the class into small groups. Have each group choose one of these elements of Russian culture and create an informative display of its information. Hold a Russian Culture Day and have all the groups present their displays.

LINKS:
http://www.all-moscow.ru/index.en.html?kk=edbecdff97&2
http://all-moscow.ru/entert/mskfchld/bmc/ebmc.html
http://www.russiajournal.com/

Perspectives: Caspian Sturgeon

1. Locate the Caspian Sea on a world map. What is a sturgeon? What product is derived from the giant Beluga sturgeon? For how much does an ounce of Beluga caviar sell?

2. According to the scientific survey cited in the video, what are some of the factors contributing to the near extinction of Caspian sturgeon? Do experts believe the sturgeon can be saved? What recommendations are the experts offering to help the sturgeon survive?

3. Direct students to work in groups to learn more about the threats to the Caspian sturgeon. Inform them that sturgeon stocks in the Caspian Sea have dropped about 90 percent in the past two decades, and challenge them to find out why. Have each group act as a team of environmental detectives and offer a hypothesis as to what is killing the sturgeon, and how this is happening.

LINKS:
http://news.bbc.co.uk/hi/english/business/newsid_1394000/1394717.stm
http://news.bbc.co.uk/hi/english/world/europe/newsid_1401000/1401628.stm
http://www.traffic.org/publications/sturgeons.html

Business Report: Russia Mary Kay

1. What does Olga Bogdanova do for a living? When did she start selling Mary Kay cosmetics? What is her approximate monthly salary? What prompted Olga to start selling cosmetics?

2. How many Russian women are working as Mary Kay consultants? Who is Russia's top Mary Kay representative? What was her profession ten years ago? How much did she earn in her first four months selling cosmetics? What does she see as the benefits of selling cosmetics? What award did Irina receive as Mary Kay's top Russian saleswoman?

3. Point out to students that, in the video, we hear Irina Lebedeva say that "...perestroika was a very positive event for our country but for individual Russians it was tough." Survey students to find out what they know about perestroika. If they are unfamiliar with this term, have them consult their textbooks or other resources to learn about its meaning, and share their information with the class. Next, divide the class into small groups. Direct each group to research Russia's economy since

Mikhail Gorbachev launched his economic reforms (perestroika) in 1986. How did perestroika affect average Russians? Discuss how the transition from economic communism to capitalism has had both negative and positive consequences for many Russians.

EXTENSION: Had perestroika not taken place, what would Irina Lebedeva likely be doing today? How have changing political circumstances changed her economic situation? Could entrepreneurialism have existed in the former Soviet Union? Why or why not? Discuss.

LINKS:
http://www.odci.gov/cia/publications/factbook/
http://www.russiaeconomy.org/
http://users.stargate.net/~xlobue/TRANS.HTM

Student Bureau: Filipino Veterans

1. Describe the relationship between the Philippines and the United States during WWII. What was the Bataan Death March? What hardships did allied soldiers endure during the march? What compensation are Filipino WWII veterans seeking from the U.S. government?

2. Refer students to the links below to learn more about the Filipino WWII veterans equity movement, the Rescission Act of 1945, the Filipino Veterans' Benefits Improvement Act (S. 1042) and the Filipino Veterans Equity Act (H.R. 491). After students share their findings, ask: Do you think the Filipino veterans were discriminated against by the U.S. government following WWII? Why or why not? In your opinion, should Congress pass the Filipino Veterans' Benefits Improvement Act and the Filipino Veterans Equity Act? State your rationale.

LINKS:
http://usfilvets.tripod.com/acfv/index.html
http://usfilvets.tripod.com/acfv/id6.html
http://veterans.senate.gov/testimony/071901filner.htm
http://www.geocities.com/Pentagon/8967/index.html

EDITOR'S NOTE:
Hosni Mubarak
Colin Powell
Gaza
Queen Mother
British Empire
sturgeon
Bataan Death March
Filipino Veterans

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CNN NEWSROOM Guide

April 11, 2002

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STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Diplomatic Mission ... 06:30...07:00
-Ongoing violence makes Sec'y Powell's peace mission a difficult one.
-Previous secretaries of state have experienced the challenges of Mideast diplomacy.

News Focus: Geopolitics ... 03:15...10:15
CNN's Bill Schneider gives us a geography lesson on Israel's small size but big impact.

News Focus: Life on the Border ... 03:05...13:20
Attacks on the Israel-Lebanon border threaten to broaden the Mideast conflict.

Chronicle: Russia Exchange ... 03:10...16:30
American students learn by living with Russian families.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...16:40
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Russia Mammoth ... 02:20...19:00
Archaeologists learn more about humans from the discovery of an ancient mammoth.

Science Report: Giant Cave ... 03:00...22:00
A proposed wastewater treatment plant may endanger the biotic environment in Rumbling Falls Cave.

Bright Comet ... 02:00...24:00
Comet Ikeya-Zhang could be the brightest comet since Hale-Bopp.

Student Bureau ... 02:30...26:30
April 11 marks the 32nd anniversary of the Apollo 13 mission.

Where in the World? ... 01:00...27:30
Answer: Spain

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Diplomatic Mission

1. Who is Colin Powell? Why is he scheduled to be in Jerusalem today? Where else has he stopped on this most recent trip? What nations are supporting his peace mission? What joint statement did these nations issue regarding the Middle East conflict?

2. What is the "quartet" of nations and organizations asking the Israelis and Palestinians to do? Does it appear that the two sides are listening? Explain. When is Secretary of State Colin Powell expected to meet with Israeli Prime Minister Ariel Sharon? What does Mr. Sharon think of the planned meeting between Colin Powell and Palestinian President Yasser Arafat?

3. Who are the recent U.S. secretaries of state who have tried to establish peace in the Middle East? Which of these secretaries have had success in their diplomatic efforts? Why does the U.S. keep trying to broker a peace in that region, even when other nations stop trying?

4. What is "shuttle diplomacy"? Why do you think U.S. secretaries of state have spent so much time traveling among Middle East nations in recent years? What do you think diplomats mean when they say, "If you don't visit the Middle East, it will end up visiting you"?

5. Survey students to see how much they know about the duties and function of the U.S. secretary of state. Then, refer them to their textbooks and other resources to learn why this position is such an important one. Challenge students to learn more about the significant achievements of secretaries of state in years past. Divide the class into small groups. Have each group choose one U.S. secretary of state (the fourth Web site below should be helpful) and research that secretary's diplomatic accomplishments. Have groups present their information.

LINKS:
http://fyi.cnn.com/2002/WORLD/meast/04/10/mideast/index.html
http://www.state.gov/
http://www.state.gov/secretary/
http://dosfan.lib.uic.edu/ERC/secretaries/index.htm
http://dosfan.lib.uic.edu/ERC/secretaries/duties.htm

News Focus: Geopolitics

1. What "deadly conflict" has been going on for over fifty years? In what way is the crisis in the Middle East about "real estate"? What geographical standard is used to compare the size of the land in dispute with the severity of the conflict between Israel and the Palestinian Authority? What disparities exist between the present and predicted future populations of the Israelis and the Palestinians?

2. For students to visualize the various land masses referred to in the story, have them make a cutout of the whole of Israel and the West Bank and Gaza and place it over the state of New Hampshire on comparably sized world map. Alternately, students can simply view a map or globe to note the

comparative small size of both places. Ask: How does the story further emphasize the incongruity of the nature of the Israeli-Palestinian conflict and the area of the region under siege by describing how a Texan would view Israel?

3. Have students analyze the meaning of the following quotation from the story: "Israel is a democracy, and if it has a majority Arab population, it cannot remain a Jewish state for long"? After students have discussed the statement, share with them Holt, Rinehart and Winston's definition of democracy in the "American Government" textbook: "a system of government in which political authority is held by the people. Democracies typically feature constitutional governments with majority rules, a belief in individual worth and in equal rights for all people, freedom of expression, political freedom, and freedom of choice." Ask: Do you think the principles of democracy, as outlined in the definition, would be applicable to a Jewish state with a majority Arab population? Why or why not? If not, might Israel be in favor of a separate Palestinian state, as proposed by Saudi Crown Prince Abdullah in his "land for peace" deal?

4. Inform students that "Live Free Or Die" is the state motto of New Hampshire, which appears on that state's automobile license plates. Ask: Do you think the story's selection of New Hampshire for comparison to Israel in this video was coincidental or controversial? Discuss.

5. Lead a class discussion on the following questions: How would you describe the approach taken by the reporter of the story to the situation in the Middle East? With what tone did the reporter compare the sizes of the populations and regions of the Israelis and the Palestinians? What purpose do you think the reporter had by his approach to the story? What effects and responses do you think the reporter's perspective and style might have on different audiences?

LINKS:
http://www.cnn.com/SPECIALS/1998/israel/
http://www.usis-israel.org.il/
http://www.odci.gov/cia/publications/factbook/
http://archive.nandotimes.com/nt/special/moreisrael50.html

News Focus: Life on the Border

1. Where is the fence seen in the video? What is Hezbollah? What do Hezbollah militants in Lebanon want to do with to this fence? Who patrols the Lebanese side of this border? Who lives in the nearby kibbutz? Why is their safety being threatened? What nation is Israel holding responsible for Hezbollah's actions? Why?

2. What is the IDF? Why has the Israeli Defense Force restrained its actions along the Lebanese border? What could change the IDF's mindset? How do the Israelis know when the next Hezbollah attack is coming?

3. Direct students to work in groups to research the contemporary histories of and relations among Israel, Lebanon and Syria. Have groups share their findings. Discuss how a renewal of tensions among the three could have ripple effects throughout the Middle East.

LINKS:
http://fyi.cnn.com/2002/WORLD/meast/04/07/mideast.lebanon/
http://www.time.com/time/nation/article/0,8599,45888,00.html
http://rs6.loc.gov/frd/cs/lbtoc.html

Chronicle: Russia Exchange

1. From where did the exchange students in the video come? What preconceived notions did many of them have about Russia? What surprises have they encountered in their visit?

2. What schools participate in this student exchange? How long do the exchange students spend in the other country? Who is Alexander Vershbow? Why does he think student exchange programs like this one are important? How do you think his student exchange experience impacted him?

3. Ask students to pretend they are participating in the student exchange program seen in the video. What general information would they want to know about Russia before embarking on this trip? Have students work in groups to conduct research on Russian culture and customs, and share their findings. If possible, ask someone who speaks Russian to teach the students a few commonly used phrases and share other aspects of the Russian language (like the Cyrillic alphabet).

LINKS:
http://www.geocities.com/Colosseum/Track/7635/alphabet.html
http://www.insite.com.br/cgi-bin/rodrigo/russian.pl
http://www.russiannation.com/
http://www.departments.bucknell.edu/russian/
http://www.interknowledge.com/russia/rushis01.htm

Perspectives: Russia Mammoth

1. What have Russian archaeologists recently found in the frigid North? What have they learned from the tusks of this mammoth? What have archaeologists learned about humans by dating these tusks?

2. How has this discovery changed what archaeologists used to think about the way mammoths were hunted? What else have the archaeologists learned about ancient humans from this recent mammoth discovery?

3. Point out to students that the woolly mammoth is perhaps the best known animal associated with the Ice Age. Have students consult their texts and other resources to learn more about the mammoth's adaptations to its cold habitat. Have students list the physical characteristics and adaptive behaviors of the mammoth and share their findings. Review what archaeologists have learned about humans during the Ice Age as a result of the mammoth discovery. How do students think the mammoth's adaptations helped humans survive the Ice Age? How does this illustrate interdependence among species, even during prehistoric times? Discuss.

LINKS:
http://www.nrm.se/virtexhi/mammsaga/welcome.html.en
http://school.discovery.com/schooladventures/woollymammoth/
http://www.nature.ca/notebooks/english/woolly.htm

Science Report: Giant Cave

1. Where is the Rumbling Falls Cave? What is the "Rumble Room"? How is the Rumble Room accessible? Why is the cave vulnerable? What reason does Mayor Crain give to support the opening of a wastewater treatment plant nearby? What evidence shown in the video demonstrates that the people's health is at risk? How is the Tennessee governor becoming involved in the decision to open the wastewater plant?

2. Why do supporters of the wastewater treatment plant say the cave will not be harmed? According to cavers and environmentalists, why will the cave creatures probably die? What did a biologist find during a recent survey of life inside Rumble Falls cave? What species were found?

3. Inform students that scientists have declared the Rumbling Falls Cave to be one of the most biologically significant caves in eastern North America. Harcourt's Academic Press Dictionary of Science and Technology defines a biotic environment as "the living organisms of a community habitat or environment." Brainstorm with students components shown in the video of the biotic environment that is found in the Rumbling Falls Cave. Ask: Do you think it is important to protect the biotic environment in the Rumbling Falls Cave? Why or why not? Even though the biotic environment may be in danger, why do you think there is still support for the wastewater plant?

4. Refer students to the Web sites below to learn more about the ecological and historical value of Rumbling Falls Cave. Point out to students that it has been said that caves are one of the most fragile ecosystems in the world. Based on class discussion and your research about the Rumbling Falls cave, do you agree with this statement? Why or why not?

5. Have students write letters to Mayor Terry Crain of Spencer, arguing for or against the building of the wastewater treatment plant. Students might include the political and environmental issues surrounding the building of the plant or the human health issues that have to be addressed. After students share their letters with the class, ask: Do you think there could be a compromising solution regarding the wastewater plant? If so, what do you think might be an appropriate compromise? Discuss.

LINKS:
http://www.tnpeer.org/Spencer/Tennessean_11_21_01.htm
http://www.darklightimagery.net/RFC/main.html
http://www.savefallcreekfalls.org/

Bright Comet

1. For whom was Comet Ikeya-Zhang named? When do scientists believe this comet last flew by Earth? Which hemisphere will have the best view of this comet? Why?

2. What advice do experts offer those who want to see Ikeya-Zhang? What kind of binoculars should viewers use? What is NASA doing to learn more about comets? Why is its mission to retrieve particles from the comet's tail? When will Ikeya-Zhang disappear from Earth's view?

3. Teachers: You and your students may want to check out Riverdeep.net's "Extinction by Asteroid?" Go to:
http://www.riverdeep.net/current/2000/11/110600t_asteroids.jhtml.

LINKS:
http://fyi.cnn.com/2002/TECH/space/03/29/comet.view/
http://skyandtelescope.com/

Student Bureau: Apollo Anniversary

1. Who is Gene Kranz? Why do you think Kranz titled his new book "Failure is Not an Option"? What have been some of Kranz's experiences at NASA? How do you think these experiences helped him during the Apollo 13 crisis?

2. What happened aboard the spacecraft that put the Apollo 13 mission and the astronauts' lives in danger? According to Kranz, what were the two options to get the astronauts back to Earth? Which decision was made?

3. Inform students that, after the oxygen tank explosion, Command Module Pilot John Swigert sent the

following message to Mission Control: "Houston, we have a problem." Ask: Have you ever heard or used this expression? If so, in what context was the expression used? Why do you think this expression has become a popular way of telling others that a problem has arisen? Discuss.

4. Refer students to the Web sites below to learn more about the Apollo 13 mission. Pose the following questions to guide students' research:
   - Who were the astronauts onboard Apollo 13?
   - What were the objectives of the mission?
   - What scientific experiments were completed?
   - How long was the mission supposed to last? How long did it last?
   - What is the Aquarius?
   - What is the Odyssey?
   - What is Mission Control and what was its role during Apollo 13's mission?

   Discuss student findings.

5. Point out to the students that there were two problems confronting the astronauts after the explosion of the oxygen tank onboard Apollo 13: Getting the Odyssey on the quickest course to Earth and conserving consumables (power, oxygen and water) onboard. Divide students into two groups. Direct each group to conduct further research on one of these problems. Direct students to identify components of the problem, whether or not it was solved, and if so, how. Direct groups to also determine who was responsible in the decision-making process and who arrived at a solution in each case. After students have shared their findings, ask: What do you think is meant by the term "successful failure"? Would you consider the Apollo 13 mission a successful failure? Why or why not?

   EXTENSION: Survey students to determine who has watched the movie "Apollo 13." Ask: Based upon your research and discussion, what are some similarities and differences between the movie and the actual mission?

LINKS:
http://www.ksc.nasa.gov/history/apollo/apollo-13/apollo-13.html
http://www.lpi.usra.edu/expmoon/Apollo13/Apollo13.html
http://liftoff.msfc.nasa.gov/Academy/History/APOLLO-13/mission-report.html

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EDITOR'S NOTE:
Colin Powell
Ariel Sharon
Yasser Arafat
shuttle diplomacy
mammoth
Comet Ikeya-Zhang
Gene Kranz
Apollo 13

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CNN NEWSROOM Guide

April 12, 2002

Teachers: CNN STUDENT NEWS explores the issue of food safety. Tune in April 15-19 for the series *How Safe is Our Food?* Related educational materials will be available online at CNNstudentnews.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:40...00:55

CNN STUDENT NEWS ... 00:10...01:05
Today's top stories

Lead Story: Diplomatic Mission ... 11:10...12:15
-Sec'y Powell arrives in Israel.
-An unlikely couple fights for Palestinians' rights.
-Israelis in Tel Aviv share their views on the current crisis.

News Focus: King Abdullah ... 02:35...14:50
CNN's Gary Tuchman profiles Jordan's King Abdullah.

Chronicle: Russia Coffee ... 02:35...17:25
The coffee craze has hit Moscow like a jolt of caffeine.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:35
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Russia Homeless Kids ... 03:05...20:40
Russia's homeless children face a dangerous life on the streets.

Week in Review: Queen Mother ... 03:20...24:00
CNN Student News' Joel Hochmuth takes a look at the life and death of Britain's Queen Mother.

Student Bureau ... 02:40...26:40
Kansas City, MO hosts one of the world's largest BBQ competitions.

Where in the World? ... 01:00...27:40
Answer: Jordan

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Diplomatic Mission

1. Who is Colin Powell? Why is he visiting Israel? With whom is he planning to meet? What is the status of the Israeli military offensive?

2. What issues are the most important to the Palestinians and the Israelis? What challenges does Powell face in terms of bridging the chasm between these demands? In your opinion, what might happen if Secretary Powell is unable to negotiate a cease-fire between the Israelis and the Palestinians? Discuss.

3. Teachers: To access additional discussion questions and teaching activities related to Secretary Powell's diplomatic mission, check out the CNN STUDENT NEWS Guides for April 10 and April 11.

4. Locate Tel Aviv on a map of Israel. Where is this city in relation to the front lines of the Israeli military offensive? How has Tel Aviv been affected by the offensive? How do the Tel Aviv residents featured in the segment feel about Israel's military action?

5. Who are Adam and Huwaida? Why were Israeli soldiers surprised to find that Adam lives in Ramallah? Why are Adam and Huwaida challenging the Israeli Army in the West Bank? What risks do Adam, Huwaida and the other activists assume? Point out that the activists featured in the video are willing to die to stop the Israeli offensive. Ask students: What causes or issues would you be willing to die for? Discuss.

6. Teachers: For more information and educational activities on the Israeli-Palestinian conflict, visit the following CNNstudentnews.com sites:
   http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html

   http://fyi.cnn.com/2002/fyi/news/04/10/real.estate/

   http://fyi.cnn.com/2002/fyi/news/04/09/student.protest/index.html

   http://fyi.cnn.com/2001/fyi/lesson.plans/12/03/mideast/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/meast/04/11/mideast/index.html

News Focus: King Abdullah

1. Who is King Abdullah? How long has he been the leader of Jordan? Where was he educated? How does the U.S. government view the king? What is King Abdullah's opinion of the Israeli-Palestinian conflict? Why is this conflict a politically sensitive issue for King Abdullah?

2. Have students locate Jordan on a map and identify its neighboring countries. Refer students to the

Web sites below to investigate King Hussein's role in the Middle East peace process. Then, as a class, discuss the following questions: How has Jordan's relationship with Israel changed during the last 49 years? How was King Hussein instrumental in facilitating peace between the Israelis and the Palestinians? What impact did King Hussein have on the Wye River peace talks? What lessons can King Abdullah learn from his father's ability to promote peace? Do you think King Abdullah should renounce the peace treaty that his father signed in 1994? Discuss.

LINKS:
http://www.arab.net/jordan/jordan_contents.html
http://www.cnn.com/SPECIALS/2001/mideast/
http://cnn.com/interactive/specials/9902/jordan.facts/frameset.exclude.html
http://www.cnn.com/WORLD/meast/9902/07/king.hussein.obit/chrono.html
http://www.cnn.com/WORLD/meast/9902/05/jordan.neighbors/

Chronicle: Russia Coffee

1. What city is the capital of Russia? Approximately how many coffee houses now exist in Moscow? Who frequents these businesses? Why do you think that, even if you don't understand Russian, you'd understand the menu?

2. What hot beverage has traditionally been Russia's favorite? How is the introduction of coffee becoming a social phenomenon in Russia? Why hasn't take-out coffee become popular in Moscow? What factors contribute to the high cost of opening a coffee shop in Moscow? In spite of the high cost, why do you think some entrepreneurs are willing to take the risks and start these businesses?

3. Remind students that, according to the video, Russia has no coffee roasting facilities and imports its coffee beans as well. How might the popularity of coffee in Russia lead to new trading opportunities? Have students work in groups to learn more about the countries that are the world's largest exporters of coffee, and share their findings. If the market for coffee continues to grow in Russia, what countries could benefit? What other goods and services in Russia might benefit as a result of the country's coffee craze? Discuss.

LINKS:
http://europe.cnn.com/2002/WORLD/europe/04/01/moscow.coffee/
http://www.russiajournal.com/weekly/additional/?id=56

Perspectives: Russia Homeless Kids

1. Describe the images of homelessness seen on Russian streets. Who is Sergei? Why is he homeless? What is the role of Russia's media in making people aware of the issue of homelessness?

2. What challenges face Russia's street children? Why aren't authorities doing more to address this problem? What happened to the homeless in the former Soviet Union? Where can some of Russia's current street children go for help? Why are the shelters only a partial answer to the problem of homeless children?

3. Why do you think there are so many homeless children in Russia? Refer students to the Internet and other resources to learn about the underlying political and economic factors that have contributed to this social problem. Have students consider the extent to which the political transition of the former Soviet Union has contributed to the increase in disenfranchised Russian families and homeless children. After students present their findings, ask: What interventions do you think would help to prevent Russian children from becoming homeless? Do you think the international community should be involved in addressing Russia's child welfare issues? Why or why not? Are there similarities

between Russia's social problems and social problems in your community or country? Explain.

4. TEACHERS: You can access a CNNstudentnews.com article about Russia's homeless children at: http://www.cnn.com/2001/fyi/news/07/02/russian.kids/index.html.

LINKS:
http://cnn.com/2001/WORLD/europe/05/21/harrigan.kids/index.html
http://www.unicef.org/voy/meeting/rig/convsum.html

Week in Review: Queen Mother

1. Who was the woman who was known as Great Britain's Queen Mother? When was she born? When did she die? How many people turned out for her funeral? What did the Queen Mother do to win the love of the British people?

2. Inform students that when the Queen Mother was born in 1900, the British Empire covered one-fifth of the world. Much has changed for Great Britain and the world since that time. Throughout her life, the Queen Mother witnessed some of the most significant developments and historical moments in modern history. Have students conduct research to learn more about the life and times of the "Queen Mum." Direct each student to choose a day in the Queen Mother's life and write a journal entry of that day from her perspective. Have students share their journal entries with the class.

   Have students draw upon their research to write either a eulogy or design a memorial that commemorates the Queen Mother's life.

3. Teachers and students: Test your knowledge of this week's news! Check out the Weekly News Quiz on CNNstudentnews.com.

LINKS:
http://fyi.cnn.com/SPECIALS/2002/queen.mum/
http://fyi.cnn.com/2002/WORLD/europe/04/09/uk.funeral/index.html
http://www.queenmother.org/
http://www.queenstamps.com/bio.html
http://www.worldbookonline.com/wbol/wbAuth?wbol=42346

Student Bureau: BBQ Cook-off

1. What contest is featured in the video? In what city was the contest held? What is barbecue? Do you like this type of food? If so, what ingredients and method of cooking do you think make the best barbecue?

2. Challenge students to create a list of different regional foods. Have each student select a food from the list and identify its ingredients, the origin of those ingredients, how the food is traditionally prepared, and how it is eaten. Instruct each student to also identify what the food reveals about the region it comes from and that region's culture. Then, have students write reports of their findings and share them with the class. If possible, have students prepare these regional foods and share them with the class.

LINKS:
http://www.kansascity.com/
http://www.rbjb.com/rbjb/bbq.htm
http://www.smokering.net/

EDITOR'S NOTE:
Colin Powell
diplomat
Israel
King Abdullah
Russia
coffee
Queen Mother
barbecue

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CNN NEWSROOM Guide

April 15, 2002

Teachers: CNN STUDENT NEWS explores the issue of food safety. Tune in April 15-19 for the series *How Safe is Our Food?* Related educational materials are available online at CNNstudentnews.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:40...00:55

CNN STUDENT NEWS ... 00:10...01:05
Today's top stories

Lead Story: Mideast Conflict ... 06:05...07:10
-The U.S. tries to stop the Israeli-Palestinian crisis from becoming a regional conflict.
-Sec'y Powell's visit with Yasser Arafat angers many Israelis.

Mideast Conflict: Six Day War ... 01:45...08:55
The 1967 Six Day War was a pivotal event in Mideast history.

News Focus: Food Safety: Part 1 ... 03:40...12:35
Since the 9/11 attacks, food safety has become a key issue in the U.S.

Chronicle: The Blues: Part I ... 02:50...15:25
The blues convey the African-American experience in a musical format.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...15:35
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: New Exercise Trends ... 03:55...19:30
HydroRide and Bikram yoga are the latest exercise trends.

Culture Report: Slave Tunnels ... 03:55...23:25
The First African Baptist Church's history empowers today's congregation.

Student Bureau ... 03:10...26:35
Meet a 17-year-old who's been called one of the best blues musicians in the U.S.

Where in the World? ... 01:00...27:35
Answer: Jerusalem

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Conflict

1. Why is Secretary of State Colin Powell visiting the Middle East? What is the Bush administration's main priority regarding the Israeli-Palestinian conflict? Why has President George W. Bush chosen to pursue "containment" at this point in time? Do you support Mr. Bush's decision, or should Powell be trying to achieve a bolder objective? Discuss.

2. What nations are backing the Hezbollah guerrillas? Why is Powell traveling to Beirut and Damascus? Refer students to the first link below, and other resources, to learn more about Powell's upcoming trip, and the challenges that he faces in terms of getting the leaders of Lebanon and Syria to support America's goal of containment. After students share their findings, ask: In your opinion, what might happen if Secretary Powell is unable to obtain the support of these leaders? Discuss.

3. Why did Powell meet with Palestinian leader Yasser Arafat? How do many Israelis feel about Powell's visit with Arafat? Why do many Israelis want Arafat expelled from the region? What would be the ramifications of such an action?

4. Refer students to multimedia resources to learn more about Powell's visit with Arafat and why this meeting was politically significant. Have each student write a one-page editorial on the Powell-Arafat meeting from the perspective of either an Israeli or a Palestinian. After students share their editorials with the class, have them identify the key issues that Powell should consider as he tries to negotiate peace between the Israelis and the Palestinians.

5. Inform students that, prior to his meeting with Arafat, Powell pressed Israeli Prime Minister Ariel Sharon for a complete Israeli withdrawal from the West Bank. However, Sharon's spokesman Ra'anan Gissin stated that, "Arafat would have to take significant steps on the ground to prove that he supports a cease-fire before the Israeli government would consider opening talks with him." Ask students: Do you support Sharon's mandate? Why or why not? If so, what specific steps should Arafat take to show he supports a cease-fire?

6. Teachers: For more information and educational activities on the Israeli-Palestinian conflict, visit the following CNNstudentnews.com sites:
   http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html

   http://fyi.cnn.com/2002/fyi/news/04/10/real.estate/

   http://fyi.cnn.com/2002/fyi/news/04/09/student.protest/index.html

   http://fyi.cnn.com/2001/fyi/lesson.plans/12/03/mideast/index.html.

LINKS:

http://fyi.cnn.com/2002/WORLD/meast/04/14/mideast/index.html
http://fyi.cnn.com/2002/WORLD/meast/04/14/powell.lebanon/index.html

Mideast Conflict: Six Day War

1. During what month did the 1967 Six Day War take place? Which countries were involved in this conflict? What land did Israel gain as a result of this war? What is the "land for peace" concept? Has this diplomatic philosophy been successful? Discuss.

2. Using a map of the Middle East, have students identify the Arab nations and their proximity to Israel. Then, have students research the 1967 Six Day War and its impact on Syria, Jordan, Egypt, and the Palestinians living in occupied territories. How did this event influence the course of relations between Israel and its Arab neighbors? Have students create a timeline that depicts the significant events that have contributed to the region's political instability, as well as the measures that were taken to secure lasting peace. After students present their findings, ask: What is the status of relations between Israel and its Arab neighbors? How do these Arab nations feel about Israel's current military offensive? Do you think the ramifications of the 1967 Six Day War influence how these nations feel about the current Israeli-Palestinian crisis? State your rationale.

3. Teachers: For a related CNNstudentnews.com lesson plan, visit the following site: http://fyi.cnn.com/2001/fyi/lesson.plans/05/21/mideast.plan/.

LINKS:
http://www.encyclopedia.com/html/section/arabisra_the1967war(thesix-daywar).asp
http://www.us-israel.org/jsource/History/1967toc.html
http://www.knesset.gov.il/index.html
http://www.idf.il/english/news/main.stm
http://arabic.hour.org/Oslo_Paper_1.htm

News Focus: Food Safety: Part 1

1. Why has food protection become a major issue in the U.S. during the last seven months? What areas of America's food supply are most vulnerable to terrorism? What are food producers, food distributors and the U.S. government doing to protect the U.S. food supply?

2. Why would someone want to jeopardize the U.S. food supply? Have students create a flow chart that depicts how contamination of a specific food source could impact businesses and consumers.

3. Refer students to the links below to learn about what the Food and Drug Administration and the United States Department of Agriculture are doing to protect the U.S. food supply against terrorism. Also, have students identify how consumers can protect themselves and their families from food tampering. After students share their findings, ask: What are the pros and cons of the FDA's new antiterrorist food safety guidelines for food producers, food distributors and consumers? What is your opinion of these guidelines and the actions that are being taken by the USDA to protect the U.S. food supply? Discuss.

LINKS:
http://www.foodsafety.gov/~fsg/bioterr.html
http://fyi.cnn.com/2002/US/01/09/rec.athome.facts
http://www.fda.gov/default.htm
http://www.cfsan.fda.gov/~dms/fsterr.html
http://www.usda.gov/homelandsecurity/homeland.html

http://www.nfpa-food.org/

Chronicle: The Blues: Part I

1. According to the news story, who created the blues? What is this music about? Why do people compose and sing the blues? Where did this music have its beginnings? Why do you think that it began in this part of the United States?

2. In what ways have the blues influenced other music forms, such as rock, jazz and rap? What is distinct about blues music: what separates it from other forms of music? While it is considered a music form conceived by African Americans, why do you think that the blues are so well loved by different people throughout the world?

3. Direct students to research a famous blues singer, such as Muddy Waters, B.B. King, Etta James, or Bessie Smith. Direct them to compare and contrast the information they find to what they know about one of their favorite musicians. They should consider the following questions in their essay: In what ways are the blues distinct from other kinds of music? In what ways have the blues influenced other music? Have the blues influenced the music of their favorite musician? If so, in what ways? Finally, ask them to consider whether or not the blues are a distinctly African-American musical expression. Certainly there are many white blues singers. Does the message of the music transcend race?

LINKS:
http://www.deltabluesmuseum.org/
http://www.muddywaters.com/home.html
http://www.hub.org/bluesnet/readings/bessie.html

Perspectives: New Exercise Trends

1. What new exercise trends are featured in this video segment? What are the health benefits of these exercises? How can people with knee and ankle injuries benefit from HydroRide? Would you enjoy participating in either of these new exercises? Why or why not?

2. What are muscles? In what bodily functions are muscles involved? Why is exercise important to the health of the muscular system? Refer students to their texts and other resources to learn about the three basic types of muscle tissue, which include smooth muscles, skeletal muscles and cardiac muscles. Using a diagram of the human body, have students identify the skeletal muscles. Then, instruct students to select different forms of exercise (including HydroRide and Bikram yoga) and identify the types of muscles that are used most often during these activities.

LINKS:
http://www.beststuff.com/article.php3?story_id=1633
http://www.bikramyoga.com/
http://www.kidinfo.com/Health/Human_Body.html

Culture Report: Slave Tunnels

1. Where is the First African Baptist Church located? From what two sources do the parishioners of the church get their strength? Who is Harry James? In addition to building the church, what else did the slaves and free blacks build below the floor of the church? What evidence testifies to the pride of the slaves who built the church and its secret spaces? What was the purpose of the tunnels that were built during the 1850s? Who is Dr. Modibo Kadalie? How does Kadalie explain the relationship between the use of the secret tunnels and the advent of the American Civil War?

2. Who is Grover Thornton? What does he mean when he says, "This church was the hub for the civil rights struggle"? What evidence does he provide to support his belief that the work of the West African slaves who built the secret tunnels inspired future generations to carry on the tradition of fighting for their rights? Why do you think the African symbols and the history of the church inspire the church's present-day congregation? Explain.

3. Point out to students that escape routes for slaves prior to the Civil War are generically known as the "Underground Railroad." However, the Underground Railroad was not always underground. Instead, the phrase was often used symbolically because escaping slaves and the people who helped them were technically breaking the law, and they had to stay out of sight. They went "underground" in terms of concealing their actions. Refer individuals or pairs of students to multimedia resources, including the Web sites below, to prepare formal presentations on the contributions and experiences of the following people involved in the Underground Railroad:
    1. Susan B. Anthony
    2. Linda Brent
    3. Levi Coffin
    4. Frederick Douglass
    5. John Fairfield
    6. Sheridan Ford
    7. Thomas Garrett
    8. William Garrison
    9. Frances Harper
    10. Josiah Henson
    11. Jermain Loguen
    12. Lucretia Mott
    13. Allan Pinkerton
    14. Mary Ann Shadd
    15. William Still
    16. Harriet Tubman
    17. Jonathan Walker
    18. Anna Weems
    19. John Whittier

4. Group students and direct each group to the Internet and other multimedia resources to prepare a presentation on one of the following topics that chronicles the history of the Underground Railroad, the route from slavery to freedom for African Americans:
    - The Advent and Abolition of Slavery (1501 – 1865)
    - The Routes to Freedom
    - Literature, Art and Music of Slavery and Freedom
    - The Civil War

    After students share their findings, lead a class discussion on the way in which American history from slavery to its abolition might be viewed by students of other nations. Assign students to write essays on the following topic: How do both the enslavement and emancipation of West African slaves reveal aspects of the American psyche, past and present?

LINKS:
http://www.nationalgeographic.com/railroad/
http://www.indianahistory.org/heritage/levic.html
http://www.greatwomen.org/
http://www.nationalgeographic.com/railroad/hfame.html
http://www.loc.gov/exhibits/african/influ.html

Student Bureau: Blues Man

1. Who is Brody Buster? Where is he from? How long has he been playing the blues? How did he get started in the music business?

2. Have students gather information on other musical child prodigies, such as Jonny Lang and Alicia Keys, and how they developed their talents. Have students share information and discuss what drives these young people to musical greatness.

3. Use this opportunity to introduce your students to blues music. After you play several songs by different blues artists, inform students that the blues style is characterized by:
    1. three-line stanzas; the first line is repeated;
    2. A A B rhyme scheme; end-words of the first 2 lines are the same and rhyme with the end-word of the last line;
    3. a break or pause in the middle of each line;
    4. one short syllable to every long syllable, repeated 5 times per line.

    Have students use this scheme to write lyrics about "adolescent blues." Invite music students to set the best of these lyrics to music and then sponsor a show for parents and members of the school community.

LINKS:
http://www.brodybuster.com/
http://www.timeforkids.com/TFK/magazines/story/0,6277,95548,00.html

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EDITOR'S NOTE:
Colin Powell
containment
1967 Six Day War
food safety
exercise
muscular system
Brody Buster
blues music

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CNN NEWSROOM Guide

April 16, 2002

Teachers: CNN STUDENT NEWS explores the issue of food safety. Tune in April 16-19 for the series *How Safe is Our Food?* Related educational materials are available online at CNNstudentnews.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:40...00:55

CNN STUDENT NEWS ... 00:10...01:05
Today's top stories

Lead Story: Mideast Crisis ... 10:30...11:35
-Prime Minister Sharon claims that most of Israel's West Bank operation will end within a week.
-Israelis arrest Arafat's top aide.
-A humanitarian coalition delivers aid to Bethlehem.
-Many Israelis are afraid to ride busses.

News Focus: Food Safety: Part 2 ... 04:35...16:10
U.S. consumers are keeping a watchful eye on America's food supply.

Chronicle: The Blues: Part 2 ... 02:50...19:00
Singer Johnnie Billington teaches the blues legacy to the next generation.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...19:10
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Wacky Workouts ... 01:55...21:05
People are finding new and unusual ways to workout.

Health Report: Pollution Dangers ... 02:35...23:40
New research confirms that air pollution may cause asthma and terminal lung cancer.

Student Bureau ... 02:05...25:45
HIV/AIDS is growing fast among America's minority populations.

Where in the World? ... 01:00...26:45
Answer: Atlanta, Georgia

CNN NEWSROOM CLOSE ... 01:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Crisis

1. Where is Secretary of State Colin Powell? With whom did he meet yesterday? What issues did Secretary Powell discuss with Lebanese Prime Minister Rafiq Hariri and Syrian President Bashar Assad? How would you describe Powell's strategy for achieving peace in the Middle East?

2. Who is Marwan Barghouti? With what political movement is he affiliated? What is his role with this organization? With what atrocities has the Fatah organization been connected? If Israel's charges against Barghouti are accurate, how do you think the Israelis should deal with him? Have students consider the political ramifications of different scenarios.

3. What is the status of Israel's offensive military operation? According to Israeli Prime Minister Ariel Sharon, what is his timetable for withdrawing troops from recently occupied Palestinian territories in the West Bank? Why does he plan to continue the offensive in Bethlehem and Ramallah? Under what circumstances will Sharon withdraw troops from these areas? How have Palestinians responded to Sharon's talk of withdrawal?

4. How have the citizens of Bethlehem been affected by the Israeli military offensive? What type of relief effort is underway in Bethlehem? Who is providing the humanitarian aid? What risks do these aid workers assume? Do you think the international community should intercede on behalf of Bethlehem's citizens? Why or why not? If so, what measures should be taken?

5. How many Israelis ride state subsidized busses each day? Why are many Israelis afraid to ride busses? How many suicide bombings have taken place on busses since the start of the Intifada? What do bus drivers do to protect the safety of their passengers?

6. Refer students to multimedia resources to learn more about the suicide bombing attacks in Israel and how the Palestinian Authority has responded to allegations that it was involved in these attacks. After students share their findings, ask: In your opinion, to what extent will the Israeli action against targets in Palestinian territory deter suicide bombers from carrying out attacks in Israel? What else, if anything, might Israel, the Palestinian Authority, and the international community do to stop the suicide bombings? Discuss.

7. Teachers: To access a CNNstudentnews.com educational activity on the international community's response to the current Mideast conflict, go to:
http://fyi.cnn.com/2002/fyi/lesson.plans/
04/03/middle.east/.

   For more information and educational activities on the Israeli-Palestinian conflict, visit the following CNNstudentnews.com sites:
http://fyi.cnn.com/fyi/interactive/
0108/mideast/index.html

   http://fyi.cnn.com/2002/fyi/news/
04/10/real.estate/

http://fyi.cnn.com/2002/fyi/news/04/09/student.protest/index.html

http://fyi.cnn.com/2001/fyi/lesson.plans/12/03/mideast/index.html.

LINKS:
http://cnn.com/2002/WORLD/meast/04/15/mideast/index.html
http://fyi.cnn.com/2002/WORLD/meast/04/15/fatah.arrest/index.html
http://fyi.cnn.com/time/world/article/0,8599,230359,00.html

News Focus: Food Safety: Part 2

1. What are E. coli and Salmonella? How many people are stricken with food-borne illnesses each year? What action is the U.S. government taking to insure that food manufacturers maintain the integrity of America's food supply? What is the role of the U.S. Department of Agriculture in the fight for food safety?

2. What is the difference between organic and conventional agriculture? How have the 9/11 terrorist attacks impacted the organic food industry? Why is organic food more expensive than non-organic food? Why do you think many people are willing to pay more for organic food? Do you eat organic food? Why or why not?

3. What can consumers do to protect themselves from food-borne illnesses? Have students work in groups to conduct research on the role of the consumer in promoting food safety. Groups will want to consider questions such as:
   - What are the best ways to handle meat and fish?
   - Under what conditions should these perishables be stored?
   - How can a consumer tell if vegetables are fresh?

   Have each group share its findings. Invite a local food retailer or restaurant owner to class to discuss other things consumers can do to assure that the food they purchase and eat is safe.

4. Teachers: For additional information and a lesson plan on food safety, visit the following CNNstudentnews.com site:
   http://fyi.cnn.com/2002/fyi/news/04/15/organic.foods/

   Also, you can direct your students to the FDA's Food Safety Quiz at: http://www.fda.gov/oc/opacom/kids/html/wash__hands.htm.

LINKS:
http://www.foodsafety.gov/
http://www.foodsafety.gov/~fsg/fsgadvic.html
http://vm.cfsan.fda.gov/list.html
http://www.griffin.peachnet.edu/cfs

Chronicle: The Blues: Part 2

1. Who is "Mr. Johnnie"? How did he earn money and a reputation as a young man? What is his Delta Blues Educational Program? What is its goal? Besides teaching blues music and its history, what benefits does this program offer to disadvantaged children in Lambert, Mississippi? How is the program funded? Who is doing most of the work in blues preservation?

2. Billington has earned numerous awards for his efforts. Why do you think that he continues this

program? What does he receive in return? Billington says, "It is better to put a guitar in a child's hand than a gun." Do you think that a program such as Billington's can accompllish this goal? Why or why not?

3. Using listed Web sites, ask students to learn more about Johnnie Billington. Would they consider him to be a hero? Why or why not? What does it take to be a hero or a role model? Who else can they think of that has taken on the task of helping children out of poverty and crime through learning? Have they been positively influenced by such a role model?

4. Hold a discussion in which students consider other traditions that some adults try to pass on to younger generations. What is "heritage," and why is it important? If any of your students are involved in learning an ethnic or regional heritage, such as folk dancing. music, or storytelling, ask them to explain to the class the value of the lessons. Challenge students to all find a cultural legacy about which they would like to learn more. Encourage them to research that legacy and share its importance with the class.

LINKS:
http://www.pbs.org/riverofsong/artists/e3-johnnie.html
http://cgi.sacbee.com/news/projects/blues/02_billington.html
http://www.bluesed.org/

Perspectives: Wacky Workouts

1. What types of unusual workouts are featured in this video segment? Would you enjoy participating in any of these exercises? Why or why not? What types of physical activities or sports do you enjoy?

2. Why do you think people look for new and unusual ways to exercise? What types of unusual workouts would you like to see incorporated into your school's fitness program?

3. What is capoeira? When and how did this sport originate? Divide your class into several groups. Refer groups to multimedia resources to prepare presentations that compare and contrast the philosophy and style of capoeira to that of another form of martial arts. Have students discuss why capoeira is considered a martial arts sport, and the potential physical and psychological benefits of capoeira.

LINKS:
http://www.acefitness.org/
http://www.capoeira.com/
http://www.capoeirasj.com/

Health Report: Pollution Dangers

1. According to new research, what is the correlation between air pollution and asthma? Why are kids who live in high ozone level areas susceptible to developing asthma? What other diseases are caused by air pollution? What factors cause ozone levels to increase?

2. What is ozone? Refer students to the Web sites below to learn more about air pollution and the quality of air throughout the U.S. Have students go to the last link below to access the Ozone Mapping Archives to track the ozone levels in their state from 1999 to the present. Help students to create a graph of their findings. If ozone levels have increased or decreased, help students to determine why these changes occurred. What do you think the air quality in your state will be like next year and five years from now? What should government and local citizens do to improve and protect the quality of air in your community? Discuss.

3. Point out to students that, according to the U.S. Environmental Protection Agency, "Air pollution affects everyone. Every day, the average adult breathes over 3,000 gallons of air. Children breathe even more air per pound of body weight and are thus more susceptible to air pollution." Then, generate a class discussion about the health consequences of air pollution. Direct groups of students to consult online resources and medical professionals to learn more about these health risks. After groups share their findings, ask: If America's most polluted cities do not reduce air pollution, what diseases and problems will local residents likely experience in the years to come?

   Challenge students to create a list of 30 things they can do to help prevent air pollution. As a class, conduct a month-long air pollution awareness campaign at your school. As a focal point of the campaign, have students create a calendar listing one of the prevention activities for each day of the week. Other activities could include creating posters, newsletters, and contests to heighten public awareness about air pollution.

LINKS:
http://www.epa.gov/iaq/asthma/index.html
http://www.aqmd.gov/kidspage/
http://www.lungusa.org/air2001/index.html
http://www.epa.gov/airnow/
http://www.epa.gov/airnow/maparch.html

Student Bureau: Minority HIV/AIDS

1. What are HIV and AIDS? How many people worldwide have contracted AIDS? What is the status of HIV among America's minority populations? Why do experts believe that African Americans and Hispanic Americans are disproportionately affected by HIV/AIDS? What can be done to stop the spread of HIV/AIDS infection?

2. "AIDS was first conclusively identified in the U.S. in 1981, when 189 cases were reported to the Centers for Disease Control. Within a decade the disease had spread to virtually all populated areas of the world." Refer students to the Web sites below to learn more about the origin and history of the AIDS epidemic. Then, have students interview a person over the age of 35 to learn how he/she first reacted to the news of AIDS and how AIDS has influenced his/her generation. Have students share their findings and discuss.

LINKS:
http://www.thebody.com/index.shtml
http://www.unaids.org/index.html
http://www.hivatis.org/

EDITOR'S NOTE:
West Bank
Marwan Barghouti
Ariel Sharon
Bethlehem
organic food
Johnnie Billington
blues music
AIDS/HIV

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CNN NEWSROOM Guide

April 17, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:40...00:55

CNN STUDENT NEWS ... 00:10...01:05
Today's top stories

Lead Story: Mideast Crisis ... 05:15...06:20
CNN's Jerrold Kessel profiles Marwan Barghouti.

In the Headlines ... 02:35...08:55
President Hugo Chavez reclaims power in Venezuela.

News Focus: Safe Meat ... 05:00...13:55
Is the meat you eat safe?

Chronicle: France 35-Hour Workweek ... 03:30...17:25
France's 35-hour workweek gets mixed reviews.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:35
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Feeling Fit Salsa ... 01:35...19:10
Could salsa be the newest exercise craze?

Ask CNN ... 01:10...20:20
How does the U.S. decide what portraits to put on money?

Business Report: Business School Blues ... 02:40...23:00
Business school grads confront a weak job market.

Student Bureau ... 02:55...25:55
Some U.S. public schools are now offering dance education.

Where in the World? ... 01:00...26:55
Answer: France

CNN NEWSROOM CLOSE ... 01:05... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Crisis

1. Why has Secretary of State Colin Powell been in the Middle East? With which leaders has Powell met? What stakes are involved in Powell's ceasefire mission?

2. Who is Marwan Barghouti? With what political movement is he affiliated? What was his role within this organization? What does Barghouti symbolize to the Israelis and the Palestinians? Why is his arrest politically significant? How has Barghouti's career mirrored the rise and fall of peace hopes between the Palestinians and the Israelis?

3. If Israel's charges against Barghouti are accurate, how do you think the Israelis should deal with him? Have students consider the political ramifications of different scenarios.

4. Teachers: For more information and educational activities on the Israeli-Palestinian conflict, visit the following CNNstudentnews.com sites:
   http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html

   http://fyi.cnn.com/2002/fyi/news/04/10/real.estate/

   http://fyi.cnn.com/2002/fyi/news/04/09/student.protest/index.html

   http://fyi.cnn.com/2001/fyi/lesson.plans/12/03/mideast/index.html.

LINKS:
http://www.cnn.com/2002/WORLD/meast/04/15/fatah.arrest/index.html?related
http://cnn.com/2002/WORLD/meast/04/16/barghouti.profile/index.html

In the Headlines: Venezuela Crisis

1. Who is Hugo Chavez? Under what circumstances was he driven from power last Friday? When was Chavez reinstated as Venezuela's president? What action does he plan to take to win the support of the Venezuelan people and unify Venezuela?

2. Have students work in groups to learn about Venezuela's government, the policies of President Hugo Chavez, and the history of the nation's current political crisis. Share group information in class discussion. Next, have students make a list of the key issues that Chavez must now address and the demands being placed on him by his political opposition. Then, ask students: What action do you think President Chavez and the opposition need to take to defuse tensions in Venezuela?

   EXTENSION: In following President Chavez's policies and rhetoric, observers often refer to him as

"leftist" and compare him to Cuban leader Fidel Castro. Ask: Is the leftist label appropriate when referring to President Chavez? Is the comparison to Fidel Castro accurate? How might these perceptions be liabilities for Venezuela as it looks to improve its economy and quality of life for its citizens? Discuss.

LINKS:
http://cnn.com/2002/WORLD/americas/04/12/chavez.profile.ap/index.html
http://cnn.com/2002/WORLD/americas/04/12/venezuela.glance.ap/index.html
http://cnn.com/2002/WORLD/americas/04/12/venezuela.carmonaprof.ap/index.html
http://cnn.com/2002/WORLD/americas/04/16/venezuela.ap/index.html
http://fyi.cnn.com/2002/US/04/16/us.venezuela.ap/index.html

News Focus: Safe Meat

1. What are "downed animals"? What is Farm Sanctuary's mission regarding downed livestock? What measures does the USDA take to insure that contaminated meat does not enter the food chain? How have the USDA and the Dairymen's Association responded to the Farm Sanctuary's allegations regarding the treatment and use of downed animals?

2. Have students share their reactions to the video and their views on slaughtering sick and injured animals. Then make a list of the animal diseases that are mentioned in the video. These diseases include pneumonia, malignant lymphoma, gangrene, hepatitis and mad cow. Instruct students to conduct research to learn more about the symptoms and modes of transmission of these diseases, and the safety concerns associated with eating animals that are contaminated with the diseases. After students share their information, ask: What measures, other than slaughtering, might be taken to contain these diseases?

3. From where does the meat that you eat come? What steps are taken to insure the quality and safety of meat in your area? Have students work in groups to learn more about the science behind safe meat products, and the government's role in food safety. Instruct students to examine the downed animal amendment of the Senate Farm Bill that was passed on February 13, 2002. Have groups share their findings and consider the benefits and drawbacks of the Farm Bill for animals, the public, and stockyard owners. Ask: Based on the information in the CNN STUDENT NEWS segment and your research, do you feel it is safe to eat meat? State your rationale.

4. Teachers: For additional information and a lesson plan on food safety, visit the following CNNstudentnews.com site:
http://fyi.cnn.com/2002/fyi/news/04/15/organic.foods/

   Also, you can direct your students to the FDA's Food Safety Quiz at: http://www.fda.gov/oc/opacom/kids/html/wash__hands.htm.

LINKS:
http://www.usda.gov/
http://www.fsis.usda.gov/OA/pubs/consumerpubs.htm
http://www.usda.gov/nass/pubs/stathigh/2001/tables/lvstkindex.htm
http://www.farmsanctuary.org/links/index.htm
http://www.farmsanctuary.org/
http://www.nodowners.org/dapa_hr.htm

Chronicle: France 35-Hour Workweek

1. When was the 35-hour workweek instituted in France? How do French workers and business owners

feel about the 35-hour workweek? How has the 35-hour workweek impacted the French economy?

2. According to one quarter of the French voters, what is the most important issue of the French presidential campaign? What measures might help strengthen France's economy? Why do you think France's presidential candidates are not addressing these measures in their campaigns?

3. Refer students to the links below and other resources to learn more about the economic, political and social impact of France's 35-hour workweek. Then, instruct each student to write an editorial about the pros and cons of the 35-hour workweek from the perspective of a French worker or business owner. Have students share their editorials and discuss.

4. The debate over the length of the standard workweek continues around the world. Challenge students to search the Internet and other resources to learn more about the pros and cons of a reduced workweek (less than 40 hours) and share their information. Direct each student to interview both a local business owner/manager and an employee to find out how a reduced workweek could impact them. Have students present their interviews. Generate a class discussion about the prospects for a 35-hour workweek in the U.S.: Is it a good or a bad idea?

   EXTENSION: What are the differences between an "economic socialist" and a "laissez-faire capitalist"? As a class, have students discuss what's right and what's wrong with the 35-hour workweek from the perspectives of an economic socialist and a laissez-faire capitalist.

LINKS:
http://cnn.com/2002/WORLD/europe/04/15/france.economy/index.html
http://www.cnn.com/2002/BUSINESS/04/02/france.reut/index.html?related
http://news.bbc.co.uk/hi/english/world/europe/newsid_1896000/1896374.stm
http://consciouschoice.com/issues/cc095/dump40hourweek.html
http://www.iht.com/IHT/BJ/98/bj102098a.html

Perspectives: Feeling Fit Salsa

1. What is salsa? In which country did this dance originate? What are the health benefits of salsa? To what aerobic activity has salsa been compared?

2. What are the differences between low-impact and high-impact aerobic exercise? How does aerobics compare to other forms of exercise? Group students and direct each group to research a type of exercise and identify its origin, as well as the physical benefits and risks associated with the exercise. Have each group prepare an interactive presentation of its findings.

LINKS:
http://www.clickondetroit.com/det/health/lilasgoodhealth/stories/lilasgoodhealth-128006720020228-16022
http://fyi.cnn.com/HEALTH/for.your.health/2002/01/salsa.dancing/index.html
http://www.cnn.com/2001/fyi/news/05/02/salsa/salsa.sidebar/index.html
http://exercise.about.com/health/exercise/mbody.htm

Business Report: Business School Blues

1. In general, what is the status of employment opportunities for this year's business school graduates? What events have resulted in hiring cutbacks for many businesses? Which businesses seem to have suffered the most?

2. According to the video, what percentage of students at the nation's top business schools would typically have job offers by now? What percentage of these students have job offers this year? What

are business schools like those at Duke University and Rice University doing to help their business students find jobs? How has the lack of jobs in business and finance forced students to "look beyond Wall Street"?

3. Challenge your students to assess the regional job market in different career areas. Divide the class into small groups. Have each group consult job recruiters, employment data, and government resources to determine the prospects for college graduates in your region in one of the following areas:
   - business/finance
   - education
   - marketing
   - hospitality industry (hotel/restaurant/tourism)
   - engineering (e.g., mechanical, civil, electrical, chemical, aerospace)
   - medical
   - information technology
   - manufacturing
   - agriculture.

   After each group has assessed the job outlook in its chosen field, have the group determine the economic, political and/or social factors that have influenced the demand for employees in that field, and share its information with the class. Ask students: If you were graduating from college or graduate school in May, in what fields might you find the biggest demand for employment? Where would you find the least demand? Why?

LINKS:
http://mba.us.com/guide/
http://www.businessweek.com/bschools/bschools.htm
http://www.bls.gov

Student Bureau: Dance Education

1. What are the educational, physical and psychological benefits of dance education? What is the status of dance education in the U.S.? How might the skills learned through dance be applied in different areas of life?

2. What are the fine arts? Does your school offer music, art or drama education? Why or why not? Do you participate in the arts? If so, in what medium? How do you benefit from pursuing your creative talents? Do you think arts education is worthwhile? Explain.

3. What cultural customs and rituals are associated with dance? Group students and assign each group a country. Instruct each group to prepare a presentation on the history and cultural significance of different dance styles that are popular in the country. After the presentations, challenge each group to learn and perform a dance sequence from its country and teach it to the rest of the class.

LINKS:
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/147620?op1=&st1=Dance&op2=&st2=&op3
http://www.ndeo.net/
http://www.americansforthearts.org/
http://www.aaae.org/archive/index.html

EDITOR'S NOTE:
Marwan Barghouti
Venezuela
Hugo Chavez

French presidential campaign
workweek
USDA
downed animals
dance education

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CNN NEWSROOM Guide

April 18, 2002

Teachers: Yesterday's CNN Student News program was pre-empted to allow for live coverage of Secretary of State Powell's Mideast mission.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Mideast Conflict ... 07:50...08:20
-Sec'y of State Powell concludes his negotiations in the Middle East.
-CNN's Kim Abbott interviews Lebanon's prime minister on Powell's efforts.

News Focus: Safe Meat ... 05:20...13:40
Teachers: This segment contains video that some students may find disturbing. Please preview.
Is the meat you eat safe?

Chronicle: Firefighter ... 06:40...20:20
CNN Student News' Deanna Morawski profiles a U.S. firefighter

CNN STUDENT NEWS PERSPECTIVES ... 00:10...20:30
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Core Board ... 02:00...22:30
The Reebok Core Board is unlike any other exercise training equipment.

Science Report: Human Ancestor ... 02:30...25:00
A recently discovered million-year-old skull is changing scientists' views on human evolution.

Student Bureau ... 01:40...26:40
The University of North Carolina at Chapel Hill is a leader in virtual reality research.

Where in the World? ... 01:00...27:40
Answer: France

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Conflict

1. How many times did Secretary of State Colin Powell meet with Israeli Prime Minister Sharon and Palestinian President Arafat on this most recent trip to the Middle East? How did the "body language" after Powell's last meeting with Arafat underscore the outcome of that meeting? Why is Arafat "outraged"?

2. Has Secretary of State Powell been successful at achieving a Middle East cease-fire? Why does he believe that a cease-fire is not a realistic expectation at this point? According to Powell, what measure of progress toward peace has he made on this trip? Do you think it is important for the Bush administration to "remain actively involved" in the Middle East? Why or why not?

3. Of what country is Rafik Hariri the prime minister? What does Prime Minister Hariri think about Powell's most recent Middle East trip? What "complications" does Mr. Hariri see in the Middle East problem?

4. For what problems does Hariri believe Yasser Arafat should be held accountable? Why does he believe that Arafat is not totally to blame for the current Middle East situation? What, according to Hariri, is "the root of all the problems"? What does Hariri mean when he speaks of "the occupation"? What does Hariri believe should be the role of other Arab nations in solving the Middle East crisis? How does he see Lebanon's role?

5. In a speech after his meeting with Secretary of State Powell this week, Lebanon's Prime Minister Hariri said, "Made wiser from the experience we had in Lebanon, we believe that without a political solution, no cease-fire has a chance to succeed." Read this quote to students. Direct students to the Internet or other resources to learn more about Lebanon's recent history, focusing on the civil war that began there in 1975. Share student findings. What "experience" do students think Hariri is referring to? What do students think Hariri means by a "political solution"? Why do students think Mr. Hariri considers a "political solution" vital to any cease-fire in the Middle East? Discuss.

6. Group students and have each group read the transcript of Powell's Jerusalem speech at http://www.cnn.com/2002/WORLD/meast/04/17/powell.transcript/index.html. Direct each group to create a chart with the three categories of the comprehensive strategy outlined by Powell. Have students identify components in his speech and write each component under the category in which it belongs. Point out to students that components may fall in more than one category. Have students share their findings and discuss.

   Divide the class into two groups. Direct one group to research the Mitchell Report and the other to research the Tenet Plan. (The last two Web sites below should be helpful.) Instruct groups to pay particular attention to the terms outlined in their assigned plans for both the Israelis and Palestinians. After groups have shared their findings, ask: What are the similarities and differences among the Mitchell Report, the Tenet Plan and Powell's comprehensive strategy? How do you think the conditions of each of these plans, if implemented, could impact the peace process? Explain.

7. Teachers: For a CNNstudentnews.com article on this story, please go to: http://fyi.cnn.com/2002/fyi/news/04/17/powell/index.html.

   For an updated CNNstudentnews.com Backgrounder on the Middle East, please go to:

http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://www.pmo.gov.il/english/
http://www.p-p-o.com/
http://www.rafik-hariri.org/
http://www.ghazi.de/history.html
http://www.cnn.com/interactive/us/0203/tenet.plan/content1.html
http://www.cnn.com/2001/WORLD/meast/05/21/mitchell.overview/

News Focus: Safe Meat

1. What are "downed animals"? What is Farm Sanctuary's mission regarding downed livestock? What measures does the USDA take to insure that contaminated meat does not enter the food chain? How have the USDA and the Dairymen's Association responded to the Farm Sanctuary's allegations regarding the treatment and use of downed animals?

2. Have students share their reactions to the video and their views on slaughtering sick and injured animals. Then make a list of the animal diseases that are mentioned in the video. These diseases include pneumonia, malignant lymphoma, gangrene, hepatitis and mad cow. Instruct students to conduct research to learn more about the symptoms and modes of transmission of these diseases, and the safety concerns associated with eating animals that are contaminated with the diseases. After students share their information, ask: What measures, other than slaughtering, might be taken to contain these diseases?

3. From where does the meat that you eat come? What steps are taken to insure the quality and safety of meat in your area? Have students work in groups to learn more about the science behind safe meat products, and the government's role in food safety. Instruct students to examine the downed animal amendment of the Senate Farm Bill that was passed on February 13, 2002. Have groups share their findings and consider the benefits and drawbacks of the Farm Bill for animals, the public, and stockyard owners. Ask: Based on the information in the CNN STUDENT NEWS segment and your research, do you feel it is safe to eat meat? State your rationale.

4. Teachers: For additional information and a lesson plan on food safety, visit the following CNNstudentnews.com site:
http://fyi.cnn.com/2002/fyi/news/04/15/organic.foods/

   Also, you can direct your students to the FDA's Food Safety Quiz at: http://www.fda.gov/oc/opacom/kids/html/wash__hands.htm.

LINKS:
http://www.usda.gov/
http://www.fsis.usda.gov/OA/pubs/consumerpubs.htm
http://www.usda.gov/nass/pubs/stathigh/2001/tables/lvstkindex.htm
http://www.farmsanctuary.org/links/index.htm
http://www.farmsanctuary.org/
http://www.nodowners.org/dapa_hr.htm

Chronicle: Firefighter

1. Why did Jamil El-Shair decide to become a firefighter? What responsibilities does he have as a fire captain for the city of Atlanta? How is fire similar to a living animal? What special clothing do firefighters use to battle a blaze? Why do firefighters participate in chaplaincy groups?

2. What physical and psychological risks are associated with fighting fires? What knowledge and skills do you think firefighters need to possess? Invite a local firefighter to speak to your class about the skills and education necessary for a person to enter this profession. After the presentation, have students discuss whether or not this profession appeals to them.

3. Inform students that, according to the U.S. Centers for Disease Control, "Among children between the ages of one and nine years, fire and burn-related injuries are the third leading cause of injury-related death." What can kids do to protect themselves from fire-related injury? Have students assess their homes and surrounding areas for potential fire hazards, and determine whether their homes are equipped with fire alarms and fire extinguishers. Then, have each student develop a safety plan to protect his/her family from the effects of a potential house fire. Instruct each student to also draw an escape route, and write a protocol that family members should follow during and after a fire. Students should include the name and phone number of a nearby contact person in the event that family members are separated during the fire. Have students make copies of their plans and distribute them to their family members.

4. Teachers, please go to: http://fyi.cnn.com/2002/fyi/lesson.plans/04/17/firefighter.profile/index.html for a CNNstudentnews.com version of this story.

LINKS:
http://www.cdc.gov/niosh/firehome.html
http://www.iaff.org/
http://www.firefighting.org/
http://www.fs.fed.us/fire/links.shtml
http://www.nfpa.org/

Perspectives: Core Board

1. What is the Reebok Core Board? What are the benefits of a Core Board workout? What forms of exercise inspired the development of the Core Board? How is the Core Board workout different from other types of exercises? The Core Board promotes muscle development, balance and stamina. Why are these physical abilities important in everyday life? Give an example.

2. In the video, we learn that the Core Board workout takes inspiration from aerobics, yoga and Pilates. Have students conduct research on the similarities and differences between these exercises and the health benefits of each. After students present their findings, ask: What specific elements of these exercises can be achieved through a Core Board workout?

3. What are muscles? In what bodily functions are muscles involved? Why is exercise important to the health of the muscular system? Refer students to their texts and other resources to learn about the three basic types of muscle tissue, which include smooth muscles, skeletal muscles and cardiac muscles. Using a diagram of the human body, have students identify the skeletal muscles. Then, instruct students to select different forms of exercise and identify the types of muscles that are used most often during these activities.

LINKS:
http://www.reebok.com/US/Home/
http://www.reebokcoregear.com/faq.html
http://www.pilates-studio.com/
http://www.afaa.com/
http://www.yogasite.com/

http://www.kidinfo.com/Health/Human_Body.html

Science Report: Human Ancestor

1. What is Daka? Where was Daka found? Why do researchers think that a lion or a hyena may have eaten the individual? To what period of human evolution has Daka been linked? Why were scientists surprised to find Daka? How has Daka impacted scientists' understanding about the evolution of Homo erectus?

2. In a class discussion, have students define the word "theory." Then ask: What is the theory of evolution? What other theories exist about the origin of human beings? Refer students to their texts and the Web sites below to learn about these theories and the characteristics of Homo erectus. Pose the following questions to guide students' research:
   1. In what countries have fossils from Homo erectus been found?
   2. What are some characteristics of Homo erectus?
   3. During what period of time did Homo erectus roam the Earth?
   4. What are the fundamental differences between Evolutionism and other theories on the origin of humans?

   After students present their findings, ask: According to the theory of evolution, what is the correlation between Homo erectus and Homo sapiens (modern man)? How might proponents of evolution, as well as those of other theories of human origins, explain the origin and significance of Daka? Discuss.

LINKS:
http://www.phy.syr.edu/courses/modules/ORIGINS/origins.html
http://www.wsu.edu:8001/vwsu/gened/learn-modules/top_longfor/timeline/erectus/erectus-a.html
http://emporium.turnpike.net/C/cs/emhe.htm
http://www.edweek.org/context/topics/issuespage.cfm?id=32

Student Bureau: Virtual Reality

1. What is virtual reality? What type of virtual reality research is being conducted at the University of North Carolina at Chapel Hill? What are some of the potential uses for virtual reality technology?

2. Challenge your students to learn more about virtual reality simulations. Working individually or in small groups, have students research one current use for virtual reality simulation technology from the following list:
   - Business
   - Architecture
   - Science
   - Medicine
   - Psychiatry
   - Robotics
   - Military
   - Tools For The Handicapped
   - Flight Simulators
   - Art
   - Entertainment
   - Sports and Fitness

   The first Web site below should give your students a healthy head start. Have groups share their information and, for each use, discuss the answers to these questions:
   1. In this application of virtual reality technology, how important is it to have a completely realistic virtual experience?

2. Do you think this application is realistic enough to produce responses from the participant similar to "the real thing"?
3. With limited development dollars available, what application of this technology do you think should be explored first? Why?
4. Can you think of any helpful uses for this technology that haven't been explored yet?

LINKS:
http://www.hitl.washington.edu/kb/virtual-worlds/EVE/index.html
http://www.euro.net/mark-space/glosVirtualReality.html#links
http://www.cms.dmu.ac.uk/~cph/VR/whatisvr.html
http://www.cs.unc.edu/
http://www.cs.unc.edu/Research/nano/

EDITOR'S NOTE:
Colin Powell
Yasser Arafat
Ariel Sharon
Rafik Hariri
downed animals
firefighter
Homo erectus
virtual reality

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CNN NEWSROOM Guide

April 19, 2002

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:40...00:50

CNN STUDENT NEWS ... 00:10...01:00
Today's top stories

Lead Story: French Elections ... 07:30...08:30
CNN's Jim Bittermann and Robin Oakley profile Jacques Chirac and Lionel Jospinare.

News Focus: France 35-Hour Workweek ... 03:30...12:00
France's 35-hour workweek gets mixed reviews.

Chronicle: "Blast!" ... 06:30...18:30
Music, movement and mood mesmerize theater audiences: "Blast!" is a blast!

CNN STUDENT NEWS PERSPECTIVES ... 00:10...18:40
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Ski Jumping ... 02:30...21:10
New Hampshire students experience the thrill of ski jumping.

Week in Review: Mideast Conflict ... 02:50...24:00
The Bush administration plans to remain involved in the Middle East.

Student Bureau ... 02:35...26:35
What is organic food?

Where in the World? ... 01:00...27:35
Answer: Broadway

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: French Elections

1. Which two candidates are the primary contenders in France's upcoming presidential election? With which political parties are Jacques Chirac and Lionel Jospinare affiliated? How would you describe the relationship between Chirac and Jospinare during the last five years?

2. What scandals have dogged Jacques Chirac's presidency? Why has Chirac's term as president been referred to as a "spectator presidency"? In the event President Chirac is reelected, what must he do to avoid having another spectator presidency?

3. Why is Lionel Jospinare running for president of France? What is his campaign strategy? What are his political strengths? What challenges would he face in a second round contest against Chirac?

4. Refer students to the links below to learn about the government and political structure of France. Pose the following questions to guide students' research:
   1. What type of political system exists in France?
   2. What is the nation's presidential election process?
   3. How do the roles of the president and prime minister of France differ?
   4. What factors can impact the balance of power between the president and the prime minister?

   After students share their findings, ask: What are the pros and cons of this combination of the parliamentary and presidential political systems? How does France's political system compare to the political systems in other European countries, such as Spain, Italy, and Great Britain? What makes France's political system unique?

   EXTENSION: Who was Jacques Chirac's political role model? Refer students to multimedia resources to learn about Charles de Gaulle and his influence on the French presidency from 1958-69. After students share their findings, have them compare and contrast Chirac's and Charles de Gaulle's leadership styles.

LINKS:
http://fyi.cnn.com/SPECIALS/2002/france.election
http://www.cnn.com/2000/WORLD/europe/france/12/05/political.system/index.html
http://cnn.com/2002/WORLD/europe/04/15/france.oakley/index.html
http://www.time.com/time/europe/magazine/2002/0422/cover/

News Focus: France 35-Hour Workweek

1. When was the 35-hour workweek instituted in France? How do French workers and business owners feel about the 35-hour workweek? How has the 35-hour workweek impacted the French economy?

2. According to one quarter of the French voters, what is the most important issue of the French presidential campaign? What measures might help strengthen France's economy? Why do you think France's presidential candidates are not addressing these measures in their campaigns?

3. Refer students to the links below and other resources to learn more about the economic, political and social impact of France's 35-hour workweek. Then, instruct each student to write an editorial about the pros and cons of the 35-hour workweek from the perspective of a French worker or business owner. Have students share their editorials and discuss.

4. The debate over the length of the standard workweek continues around the world. Challenge students to search the Internet and other resources to learn more about the pros and cons of a reduced workweek (less than 40 hours) and share their information. Direct each student to interview both a local business owner/manager and an employee to find out how a reduced workweek could impact

them. Have students present their interviews. Generate a class discussion about the prospects for a 35-hour workweek in the U.S.: Is it a good or a bad idea?

EXTENSION: What are the differences between an "economic socialist" and a "laissez-faire capitalist"? As a class, have students discuss what's right and what's wrong with the 35-hour workweek from the perspectives of an economic socialist and a laissez-faire capitalist.

LINKS:
http://cnn.com/2002/WORLD/europe/04/15/france.economy/index.html
http://www.cnn.com/2002/BUSINESS/04/02/france.reut/index.html?related
http://news.bbc.co.uk/hi/english/world/europe/newsid_1896000/1896374.stm
http://consciouschoice.com/issues/cc095/dump40hourweek.html
http://www.iht.com/IHT/BJ/98/bj102098a.html

Chronicle: "Blast!"

1. What is "Blast!"? How do the various interviewees describe the nature and role of music as performed in "Blast!"? How did the show evolve from a youth drum and bugle corps to musical theater? What genres of music and dance comprise "Blast!'s" repertoire? What stage elements and instruments make up the components of "Blast!"? According to the performers, what musical, persona, psychological and physical attributes must they possess that prepare them to perform for two hours straight every night, and "never miss a beat"?

2. Music, movement and mood are integral elements of a "Blast!" production and performance. One performer identified the overriding theme as color, since once the color is selected, the ensemble will select and perform different musical pieces based on the various colors of the color wheel. Ask: How might choosing different colors from the color wheel impact the selection of a piece of music and determine the production elements designed to perform it? In preparation for their group assignment, have students discuss how the color purple might influence the kind of musical theater piece that the "Blast!" team could design and perform. Then, have each group of students select one color and perform an audiovisual presentation that communicates a thematic approach with the following production components:
   - music,
   - choreography,
   - mood,
   - pace/tempo,
   - props,
   - costumes,
   - backdrop,
   - set.

   After the groups have shared their performances, ask: In what ways did the color-based theme of each of the presentations evoke different emotions? Explain.

3. Have students research the Web sites below to learn more about "Blast!" and the reviews it has received throughout its national and international tours. After students have shared their findings, ask: Do you think that "Blast!" would appeal to audiences of all ages? Why or why not?

4. Inform students that other shows have been performed in the same musical theater genre such as "Riverdance" and "Stomp." Have students research productions in the musical theater genre, and write an essay in which they describe the theatrical effect of interrelating various art forms.

LINKS:
http://www.albemarle-london.com/blast.html

http://www.tonys.org/nominees/shows/blast.html
http://www.talkinbroadway.com/regional/pitt/p18.html
http://www.indiana.edu/~thtr/news/000823blast.html
http://www.talkinbroadway.com/world/Blast.html

Perspectives: Ski Jumping

1. What sport is featured in this video segment? Why do people choose to participate in this sport? What skills and attributes should a ski jumper possess? What does it take to be an Olympic ski jumper?

2. Inform students that ski jumping is one of thirteen different Winter Olympic sports, including:
   1. Biathlon
   2. Bobsled
   3. XC Skiing
   4. Curling
   5. Figure Skating
   6. Ice Hockey
   7. Luge
   8. Nordic Combined
   9. Skeleton
   10. Skiing
   11. Snowboarding
   12. Speed Skating

   Direct students to work in groups to learn more about the history and rules of the Winter Olympic sports. Have groups also identify where students in their community can go to participate in these sports. After groups make formal presentations of their findings, ask: Would you want to participate in the Winter Olympics? Why or why not? If so, in which sport would you want to compete? Why? What personal attributes and resources do you think Olympic hopefuls need to have to compete in the Winter Olympics? Discuss.

LINKS:
http://dot.etec.wwu.edu/skijump/skilinks.htm
http://sportsillustrated.cnn.com/olympics/2002/

Week in Review: Mideast Conflict

1. What major roadblocks to peace remain after Secretary of State Colin Powell's diplomatic visit to the Mideast? Why is President George W. Bush planning to send CIA Director George Tenet to the Middle East in the near future? Why did Mr. Bush select Tenet? What has been the CIA's role in the current Israeli-Palestinian crisis? Do you think it is important for the Bush administration to remain actively involved in the Middle East? Why or why not?

2. Teachers: For a CNNstudentnews.com article on Secretary Powell's Mideast visit, please go to: http://fyi.cnn.com/2002/fyi/news/04/17/powell/index.html.

   Also, for more information and educational activities on the Israeli-Palestinian conflict, visit the following CNNstudentnews.com sites: http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html

   http://fyi.cnn.com/2002/fyi/news/04/10/real.estate/

   http://fyi.cnn.com/2002/fyi/news/04/09/student.protest/index.html

http://fyi.cnn.com/2001/fyi/lesson.plans/12/03/mideast/index.html.

3. Teachers and students: Test your knowledge of this week's news! Check out the Weekly News Quiz on CNNstudentnews.com.

LINKS:
http://cnn.com/2002/ALLPOLITICS/04/17/wh.powell.reax/index.html

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EDITOR'S NOTE:
Jacques Chirac
Lionel Jospinare
Middle East
George Tenet
Broadway
choreography
ski jumping
organic food

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CNN NEWSROOM Guide

April 22, 2002

Tune in to THE WB Network Mon., May 6th at 8PM/ET for 7th Heaven's "The Known Soldier," a timely educational program about the War on Terrorism and the preservation of American freedoms. To register for taping rights and receive FREE online educational guides, visit http://www.turnerlearning.com/thewb/7thheaven/knownsoldier on or around April 29th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: French Elections ... 06:00...06:30
-The first round of France's presidential elections yields an unexpected outcome.
-Many young French neglect to cast their votes.

News Focus: John Muir ... 07:30...14:00
Many consider John Muir the "Father of Environmentalism."

News Focus: World's Forests ... 03:00...17:00
New research shows a rapid disappearance of the world's old growth forests.

Chronicle: Endangered Rivers ... 02:00...19:00
The Missouri tops this year's list of endangered rivers.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...19:10
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Asiatic Cheetahs ... 02:00...21:10
Iran takes steps to protect endangered cheetahs.

Culture Report: Selma March ... 04:00...25:10
A photo exhibit depicts the Selma March.

Student Bureau ... 01:30...26:40
Hundreds of visitors tour the Mississippi marshes each day in search of alligators.

Where in the World? ... 01:00...27:40
Answer: Iran

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: French Elections

1. Who has won the first round of France's presidential elections? Who will Jean-Marie Le Pen face in the May 5th runoff election?

2. How do observers categorize Le Pen's political leanings? To what issue was Le Pen referring in his victory speech when he said that France belonged to the French? How did Socialist Party candidate Lionel Jospin react to his loss to Le Pen? How did current President Jacques Chirac react? What do you think one analyst meant when he said that, politically speaking, France is in "a very fragile state"?

3. According to the video, what fraction of France's 18-25 year olds were expected to vote in the first round of presidential elections? Why was turnout expected to be so low among young voters? How are many of France's young citizens demonstrating their political activism in lieu of voting? How have the presidential candidates in this election tried to appeal to young voters? How have France's young voters responded?

4. Point out to students that the issue of immigration is one reason behind Jean-Marie Le Pen's victory in this weekend's election. Have students consult the Internet or other resources to learn more about immigration and how it has become a predominant issue in French politics. Share students' findings in class discussion. What political and economic circumstances have made this issue so important to French voters? What is Jean-Marie Le Pen's view on immigration? Is this view consistent with his classification as an "extreme right" politician? Discuss.

LINKS:
http://www.odci.gov/cia/publications/factbook/geos/fr.html
http://www.historyguy.com/government_of_france.html
http://www.brook.edu/dybdocroot/fp/cusf/analysis/immigration.htm
http://www.france.diplomatie.fr/label_france/ENGLISH/DOSSIER/2000/07immigration.html

News Focus: John Muir

1. According to the video, were Americans always concerned about their environment? Explain how the mood was different a century ago. How did John Muir change that way of thinking for many?

2. How would you describe John Muir's feelings towards the environment? What is a naturalist? As a naturalist, what kinds of battles did John Muir fight? What was his "weapon" of choice in this "war?"

3. In the video, we hear some of John Muir's eloquence as he used words to convince others of the importance of preserving nature. Have students search the Internet and other resources for additional examples of Mr. Muir's writings and read these aloud. Then, as a class, brainstorm a list of environmental concerns in your community (e.g., a threatened forest, dirty waterways). Write these on the board. Group students. Have each group choose one of these local issues, and in the manner of John Muir, use the power of words to create an essay on that issue and how it should be addressed. Have each group appoint one member to deliver its essay as a short speech by John Muir.

LINKS:
http://www.sierraclub.org/john_muir_exhibit/

News Focus: World's Forests

1. What does new reserach by Global Forest Watch reveal about the status of the world's old growth and primary forests? What areas of the world are seeing rapid deforestation? What conclusion do researchers draw from these findings? What do they recommend in order to protect the forests? Why aren't some laws enacted to protect forests working?

2. According to the researchers, how could the current rate of deforestation affect the world's intact forests over the next 10-20 years? Why are the researchers especially concerned about damage to the Amazon and other rain forests? Why do the researchers want the forest crisis to be the top priority at the upcoming Summit on Sustainable Development?

3. In the video, one of the researchers says of the world's old growth and primary forests: "These are places that are irreplaceable in terms of their value in conserving biodiversity, important cultures and the services those ecosystems provide for humankind." What does this mean? Can you think of ways that the world's forests service humankind? Explain. How might the ultimate destruction of the world's forest ecosystems affect humans?

4. What is sustainable development? Assist students in researching this term and instances in which sustainable development has been implemented. Discuss sustainable development as one way to address the problem of global deforestation.

LINKS:
http://www.globalforestwatch.org/english/index.htm
http://www.wri.org/gfw/
http://www.sustainable.doe.gov/
http://www.un.org/esa/sustdev/

Chronicle: Endangered Rivers

1. According to American Rivers, which U.S. waterway tops the list of endangered rivers? What is the Army Corps of Engineers doing to the Missouri River? Why does American Rivers argue that this is detrimental? How does the Army Corps respond to that charge? What river is number two on the endangered list? Why does American Rivers blame the Army Corps of Engineers for the threats to this river? Why does the Army Corps believe the Yazoo Project is vital for the people who leave in the river's delta?

2. What other rivers made the American Rivers endangered list? What are some of the factors threatening these rivers? At the end of this video, we hear CNN's Natalie Pawelski say, "...When it comes to rivers, no matter where you are, we all live downstream." What do you think she means by this statement?

3. In the video, we hear a representative from the Army Corps of Engineers say "We work very hard to balance the competing interests of the river." Consider all the impact a river has on the environment and the economics of a region. What might be some of the "competing interests" surrounding a river? Which do each of these interests put first, environmental concerns, people concerns, or economic concerns? Explain. Do you think it is ever possible for the competing interests along a river to compromise? Why or why not?

4. Inform students that American Rivers, a group of river conservationists based in Washington, D.C., selects the annual list of endangered rivers based both on nominations from nationwide conservation groups and on its own evaluations by applying the following criteria:
   - The magnitude of the threat to the river;
   - A major decision point in the coming year affecting that threat;
   - The regional and national significance of the river.

   Refer students to America Rivers' list of endangered rivers at the first Web site below. Divide the class into 11 groups and assign each group one of the 11 rivers listed. Direct each group to prepare an audio-visual presentation about the river, identifying its geographical features as well as its environmental, historical and cultural significance. Have students apply the America Rivers' criteria listed above to determine why the river is endangered, and what, if anything, is being done to preserve the river.

   Following each presentation, assess the degree of each river's endangerment and the effectiveness of the measures be taken to preserve the river.

   EXTENSION: Almost every community has a river or stream flowing through it. Have students find out where their local river begins and ends by visiting Enature.com to search by their zip code. Then have pairs of students consult the Internet, their school's media center and other resources, to discover the "health" of their local river and determine the many ways in which they can preserve and protect the river. Have students report their findings to the class by presenting a "toolkit" of river conservation strategies. (Refer students to the America Rivers' Web site below for suggestions on how to construct a conservationist toolkit.)

LINKS:
http://www.americanrivers.org/
http://Enature.com/
http://www.nhq.nrcs.usda.gov/land/env/wq1.html

Perspectives: Asiatic Cheetahs

1. What has happened to the world cheetah population over the past 20 years? According to the video, how many cheetahs currently exist in Asia? Where can these animals be found? What factors are contributing to their dwindling numbers?

2. What steps is the Iranian government taking to help protect the cheetahs? What measures will experts recommend the government take to save these animals? How are researchers using technology to try to survey Iran's cheetah population?

3. How much do your students know about wild felines? Do they know, for example, that the cheetah is the world's fastest land animal, capable of achieving speeds of 70 miles per hour? Divide the class into groups. Have each group choose one species of the feline family to investigate and profile. Encourage each group to present multimedia productions that focus on its species' habitat, diet and place in its ecosystem and the global population.

LINKS:
http://www.cheetah.org/index.htm
http://www.wildaboutcats.org/
http://www.catbox.com/felines-l/links/

Culture Report: Selma March

1. Who is Helen Johnson? Why do the pictures on exhibit at the Civil Rights Museum in Savannah,

Georgia, have special meaning for her? Who was Spider Martin? Why did civil rights activists in Selma, Alabama, plan to march to the Alabama State Capitol in Montgomery? How and why did their march end?

2. How were the protesters guaranteed the right to march after the incident at the Edmund Pettus Bridge? How did they exercise that right? Who was Lyndon B. Johnson? What historic legislation did he sign?

3. Inform your class that on March 9, 1965, Dr. Martin Luther King Jr. led a march of 1,500 people who, after crossing the Pettus Bridge, encountered a barricade of state troopers and turned back. Subsequently, President Lyndon B. Johnson sent troops, marshals and FBI Agents to protect 25,000 protesters who marched to Montgomery on March 25, 1965. Point out that, in the video, we hear that the pictures of that march made "their way into the homes, hearts and conscience of the American people. One look at the images and there was no gray area in deciding what was right or wrong." Ask: What is the meaning of this statement? Why would the march into Montgomery dramatically affect the way many Americans regarded the treatment of African Americans? Explain.

4. Point out to students that the civil rights movement involved U.S. citizens exercising their rights under the Constitution's First, Fourteenth and Fifteenth Amendments. Divide your class into three groups, and assign each group one of these three amendments. Ask each group to prepare a presentation on the history of the amendment and its different interpretations and applications. After each group has shared its findings, discuss how these amendments were exercised during the civil rights movement. To what extent did the civil rights movement challenge Americans to examine their fundamental beliefs in equality and the basic principles of democracy?

5. Review with students the various aspects of the American civil rights movement with which they are familiar. Write a list on the board and direct each student to select one topic for research. Topics may include the following:
   1. laws and legislation, such as the Jim Crow laws, the Civil Rights Act of 1866, and Brown vs. Board of Topeka;
   2. key figures such as Martin Luther King Jr. and Lyndon B. Johnson;
   3. organizations such as the Dallas Country Voters League, the Southern Christian Leadership Council, and the Student Nonviolent Coordinating Committee and NAACP;
   4. forms of protest, such as freedom rides, sit-ins, boycotts, strikes and marches.

   Have students share their findings. Then, assign students to write essays in response to the following two questions: How did the civil rights movement impact American society? Do you think the changes that were brought about by the movement have benefited the U.S. as a whole? Discuss.

LINKS:
http://www.usdoj.gov/crt/voting/misc/selma.htm
http://www.mecca.org/~crights/cyber.html
http://www.spartacus.schoolnet.co.uk/USAselma.htm
http://www.stanford.edu/group/shl/Crowds/Selma.htm
http://memory.loc.gov/ammem/today/mar07.html
http://www.mecca.org/~crights/dream.html

EDITOR'S NOTE:
Jean-Marie Le Pen
Jacques Chirac
Earth Day
John Muir
old growth forests

- endangered rivers
- cheetah

Selma, Alabama

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CNN NEWSROOM Guide

April 23, 2002

Teachers, remember that free annual enrollment is required for CNN Student News. Is your enrollment up-to-date? Call 1-800-344-6219 to find out.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: French Elections ... 08:30...09:00
-France wakes up to a new political landscape.
-CNN's Joel Hochmuth recaps the French election.
-Jean-Marie Le Pen has evolved into a serious political contender.

Student Bureau ... 03:10...12:10
The anniversary of the Columbine massacre takes on special meaning for the school's senior class.

News Focus: Water Wars ... 02:30...14:40
Unrestrained growth in Georgia and Alabama is robbing Apalachicola Bay of its fresh water.

Chronicle: Light Pollution ... 02:50...17:30
For most city dwellers, the starry night is a thing of the past.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:40
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Penguin Paradise ... 02:20...20:00
Two remote islands in the South Atlantic are a "penguin paradise."

Health Report: Smallpox Vaccine ... 02:50...22:50
A drug firm discovers 70-million doses of smallpox vaccine stored in its freezer.

Student Bureau ... 02:00...24:50
University scientists study the causes of pollution in the Red Cedar River.

Food Recycling ... 01:40...26:30
Food recycling could be coming to a curbside near you.

Where in the World? ... 01:00...27:30
Answer: Falkland Islands

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: French Elections

1. Locate France on the Holt, Rinehart and Winston map of Europe online at http://go.hrw.com/atlas/norm_htm/europe.htm. Who won the right to face President Jacques Chirac in this weekend's election in France? Where on the political spectrum do observers place Jean-Marie Le Pen? How did many French citizens respond to Le Pen's victory? Where were the largest demonstrations held? What are the polls predicting will be the outcome of the race between Le Pen and Chirac? Why are the polls predicting such a landslide victory for Chirac?

2. Whom are the experts blaming for Le Pen's victory in this weekend's election? Why? What is "charisma"? Why do you think charisma matters at the polls? According to the video, what percentage of French voters stayed away from the polls this weekend? How many candidates were on the ballot in the first round of this presidential election? How might the number of candidates also have had a bearing on the outcome of this vote?

3. What issues have enabled Le Pen to strike a chord among France's working class? Why are these issues of such interest to many French citizens? Where does Le Pen stand on the issues of immigration and France's membership in the European Union? Why are some worried that Le Pen's victory could have far-reaching effects in other parts of Europe?

4. Why has Jean-Marie Le Pen accused Jacques Chirac of "selling France down the river"? What does Le Pen mean by Euro-globalization? What is the name of Le Pen's political party? What are the major planks in the National Front's platform? What physical scars and political statements prove that Le Pen is no stranger to controversy?

5. The French left-wing newspaper L'Unita said of this weekend's vote, "When reason sleeps, it produces monsters." Read this quote to students and ask them why some believe it applies to the French election. Remind students that approximately 28% of French voters did not vote this weekend, reportedly a record number. To what extent do students think voter apathy contributed to the election results? Why is voter apathy dangerous to the survival of any democratic republic? Discuss.

6. Teachers: You can find a CNNstudentnews.com article and related educational materials on this story at: http://fyi.cnn.com/2002/fyi/news/04/22/french.election/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/europe/04/22/france.election/index.html
http://www.assemblee-nationale.com/
http://www.elysee.fr/ang/index.shtm

Student Bureau: Our World: Columbine Anniversary

1. Who is Brooke Allison? How has her high school experience been different from that of most students? When did the Columbine massacre take place? How do some of the Columbine seniors remember the day of the attack? What does teacher and coach Lee Andres remember most about the incident?

2. Why has the Columbine senior class been given the title "the last class"? Who is the principal at Columbine? What statement from the video demonstrates his devotion to the school and its students?

3. What do you remember most about the Columbine massacre? Did the tragedy affect you? Explain. Did it have an impact on security at your school, or on the way school violence is addressed? Explain. In your opinion, what lessons should students, parents, teachers and administrators learn from this tragedy?

4. Teachers and students: CNN Student News, formerly CNN Newsroom, covered this tragedy and its aftermath, including issues of school violence and bullying. Go to the archived CNN Student News Daily Guide for April 21, 1999 to learn more: http://turnerlearning.com/newsroom/archive/0499/NR042199.html.

LINKS:
http://www.columbine-memorial.org/
http://www.littleton.org/LCN/general/gecolum.htm

News Focus: Water Wars

1. Where is Apalachicola Bay? How has the bay been instrumental in the livelihood of Tommy Ward and his family? Why are there fewer oysters in the bay today? What threatens the bay's future as an oyster producer?

2. Which three southeastern U.S. states are fighting over water rights? What is affecting the delicate mix of salt and fresh water in Apalachicola Bay? Why is this mix vital to shrimp, oysters and other sea life? What are some people suggesting to correct this problem? What is "controlled growth"? How might uncontrolled growth in neighboring states have economic as well as ecological effects on the bay?

3. What are water rights? Why are the states of Georgia, Alabama and Florida fighting over water rights? Have students conduct research to learn more about this case and its impact on Apalachicola. Share students' findings. Point out that potable (drinkable) water is something that most people take for granted everyday. Challenge your students to find out what their source of drinking water is, who maintains it, and whether any human or natural circumstances threaten its availability.

4. Teachers: You may want to check out Riverdeep.net's "When the tap runs dry" at http://www.riverdeep.net/current/2000/10/102600_water.jhtml.

LINKS:
http://fyi.cnn.com/2002/ALLPOLITICS/04/22/bush.environment.ap/index.html
http://www.law.ua.edu/lawreview/hooch.htm
http://www.tallahassee.net/~ken/apalach.htm
http://www.uswaternews.com/

Chronicle: Light Pollution

1. Why do drivers have to brave winding roads with only parking lights to get to Arizona's Kitt Peak Observatory at night? What did the city of Tuscon do in the 1970s that has benefited astronomers

today?

2. What is "light pollution"? What has the most comprehensive study on light pollution revealed about its effect on Americans? What organization is leading the charge to reverse this trend? Who might think that legislating light limits is going too far? Why?

3. Can you see night stars from where you live? Explain. If not, how far away from your community do you have to travel to see them? Do you think it is important to be able to observe the stars? Why or why not? Do you think cities should change their lighting codes to accommodate stargazing? State your rationale.

4. Teachers: Please visit this CNNstudentnews.com site for related educational materials: http://www.cnn.com/2001/fyi/lesson.plans/08/16/stars.gone/index.html.

LINKS:
http://www.prairieastronomyclub.org/light.htm
http://www.darksky.org/ida/index.html
http://space.about.com/cs/astronomy/index.htm?iam=dpile&terms=astronomy
http://www.astronomy.com/home.asp
http://antwrp.gsfc.nasa.gov/apod/astropix.html

Perspectives: Penguin Paradise

1. Why are the South Atlantic islands of Steeple Jason and Grand Jason called a penguin paradise? To what island group do these two islands belong? What species of penguins can be found on these islands?

2. What is an ecosystem? How are these two small islands part of a much larger ecosystem? Who now controls these two islands? What threatens the existence of the islands' penguins? How does the donation of these islands to the Wildlife Conservation Society enhance the chances of these penguins' survival?

3. Have students refer to the Internet to learn more about penguins. Divide your class into four groups to research how either mammals, birds, fish or humans threaten the penguins' survival. Have groups present their findings. Next, instruct each group to strategize ways that the international community can intervene to protect endangered penguins. Have each group share its ideas and discuss.

LINKS:
http://www.falklandsconservation.com/index2.html
http://www.falklands-nature.demon.co.uk/penguins/penguins.html
http://gosouthamerica.about.com/library/weekly/aa110800a.htm
http://www.falklands.gov.fk

Health Report: Smallpox Vaccine

1. How many doses of smallpox vaccine have been discovered by the Aventis Pasteur drug company? If Aventis Pasteur donated its supply of smallpox vaccine to the U.S. government, how would it affect the U.S. government's ability to treat a smallpox outbreak? What organization is resonsible for determining who should get the smallpox vaccine? Why is the CDC's "ring vaccination" approach being called into question?

2. Refer groups of students to multimedia resources to learn more about smallpox and what the U.S. is doing to prevent a bioterrorist smallpox attack? Pose the following questions to guide students'

research:

1. What is smallpox?
2. When was smallpox eradicated from the planet? What made this eradication possible?
3. How could smallpox be re-introduced into a population?
4. When would people begin to feel the first symptoms of smallpox?
5. At what stage does smallpox become contagious?
6. How fast could smallpox spread?
7. What would it take to contain an epidemic of smallpox?
8. What is the status of the U.S. stockpile of smallpox vaccine?
9. What is being done to upgrade this status?
10. How quickly could the smallpox vaccine stop the spread of this disease?
11. What health risks are associated with the smallpox vaccine?

After students share their findings, ask: If the smallpox vaccine were available to the general public, would you choose to be vaccinated? Why or why not?

EXTENSION: Inform your students that, in China, 100 years before Edward Jenner, people took pills made from the fleas of cows to prevent smallpox. This was the earliest form of oral vaccination. Students might also be interested to know that Edward Jenner noticed that women who worked milking cows appeared to develop immunity to smallpox through their contact with the cows, hence the term "vaccination," from the Latin word for cow, "vacca."

Encourage your students to come up with their own questions about vaccinations and how they work. Help satisfy their curiosity by helping students research vaccinations and their effectiveness. Students will want to learn more about the smallpox vaccine and other immunizations they have received for diseases, including measles, mumps, chicken pox, and some strains of hepatitis. Share student findings and discuss what characteristics of these diseases and of smallpox make them good candidates for prevention by vaccination. Likewise, why do students think there are some diseases for which there are currently no immunizations?

LINKS:
http://cnn.com/2002/HEALTH/03/29/smallpox.vaccine.found/index.html
http://www.cnn.com/SPECIALS/2001/trade.center/biochem.weapons/
http://www.who.int/emc/diseases/smallpox/
http://www.cdc.gov/
http://www.seercom.com/bluto/smallpox/index.html
http://www.pbs.org/wgbh/pages/frontline/shows/plague/etc/faqs.html

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EDITOR'S NOTE:
Jean-Marie Le Pen
Jacques Chirac
Columbine High School
water rights
light pollution
smallpox
vaccination
Red Cedar River

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CNN NEWSROOM Guide

April 24, 2002

Tune in to THE WB Network Mon., May 6th at 8PM/ET for 7th Heaven's "The Known Soldier," a timely educational program about the War on Terrorism and the preservation of American freedoms. For information about taping rights and FREE online educational guides continue to check for upcoming details in the CNN Student News guide.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Karen Hughes ... 07:30...08:00
One of Pres. Bush's most trusted aides is stepping down.

News Focus: Microsoft ... 03:30...11:30
-Bill Gates testifies on behalf of his company, Microsoft.
-Microsoft's Asian market is riddled with piracy.

News Focus: Space Tourism ... 02:50...14:20
Mark Shuttleworth prepares for his trip into space.

Chronicle: Liberian Timber ... 03:10...17:30
A panel of experts recommends an embargo against Liberian timber.

Ask CNN: Recycling ... 01:10...18:40
Could recycling help protect the ozone layer?

CNN STUDENT NEWS PERSPECTIVES ... 00:10...18:50
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Norway Wolves ... 02:20...21:10
Teachers: This segment contains video that some students may find disturbing. Please preview.
Norwegian authorities reconsider their wolf-killing policy.

Business Report: Fish Boycott ... 02:20...23:30
Restauranteurs refuse to serve some fish they believe to be endangered.

Student Bureau ... 03:00...26:30
Trees can be good historians.

Where in the World? ... 01:00...27:30

Answer: Norway

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Karen Hughes

1. Who is Karen Hughes? Why is she resigning from her position as adviser to President George W. Bush? Why is her decision politically significant? In what capacity will she continue to serve the president?

2. Who are the three advisers who are part of President Bush's "iron triangle"? When did Karen Hughes become part of George Bush's inner circle? How has she aided the Bush campaign and presidency? What statement from the video illustrates her dedication to the president?

3. How does one balance work and family? What options are available to mothers who are seeking to balance work and family responsibilities? Have students interview working mothers in their community to learn about the pros and cons of being a working mother, the challenges they face in managing their family and work responsibilities, and how they deal with these responsibilities. After students share their findings, have each student write an essay describing the benefits and drawbacks of being a professional woman in Western society. After students share their reports, ask: Should women with children work outside of the home? Why or why not?

4. Teachers: You can find a related CNNstudentnews.com article and educational materials at: http://fyi.cnn.com/2002/fyi/news/04/23/hughes.resigns/index.html.

LINKS:
http://fyi.cnn.com/SPECIALS/2001/working.moms/stories/focus.karen.hughes.html
http://fyi.cnn.com/SPECIALS/2001/working.moms/stories/mainstory.html
http://www.dol.gov/dol/wb/welcome.html
http://www.womenwork.org/
http://www.familiesandworkinst.org/

News Focus: Microsoft

1. Why has Microsoft come under fire from the U.S. government? What is a monopoly? What penalty has Microsoft incurred as a result of the government case against this company? Who is Bill Gates? Why has he been in court this week?

2. According to the video, what percentage of Microsoft's total sales does the Asian-Pacific region represent? How is Bill Gates perceived among China's young people? In spite of this image, what problems does Gates' Microsoft software face in the Asian market?

3. What is piracy? Why is piracy a serious problem for software companies? Direct your students to the Internet and other resources to learn more about software piracy and reasons why intellectual property,

like music and software, is copyrighted. Share student findings in class discussion. How are companies, workers and consumers affected by software piracy? Why is this problem widespread in Asia? Discuss.

4. Teachers: CNN Student News has covered the Microsoft case and its implications in many broadcasts. For questions, activities and resources on Microsoft, antitrust legislation and monopolies, consult the CNN Student News Daily Guide search engine at this online address: http://turnerlearning.com/cgi-bin/gsearch.cgi. You can search the Guides by keyword or by date.

LINKS:
http://money.cnn.com/news/specials/antitrust/
http://www.microsoft.com/billgates/default.asp
http://www.cnn.com/2002/TECH/industry/04/23/microsoft.antitrust.ap/index.html
http://www.microsoft.com/
http://www.antitrust.org/

News Focus: Space Tourism

1. How old is Mark Shuttleworth? When did he become fascinated with space? What is he scheduled to do today that will make his dream of space travel a reality? What is the destination of the Soyuz rocket in which he will travel?

2. How much did Shuttleworth's ticket to space cost? Who was the first "amateur in space"? Why does Shuttleworth feel he is more than a "space tourist"? What kind of training did he endure in preparation for this trip? What will he do aboard the International Space Station? Why is this research significant? Why are some opposed to Shuttleworth's space trip?

3. Remind students that Mark Shuttleworth, like his predecessor Dennis Tito, will travel to space aboard a Russian rocket. The U.S. space agency, NASA, does not currently allow similar voyages for non-astronauts. Ask students: What do you think about space tourism? Should amateurs be permitted to buy tickets for space travel aboard NASA spacecraft? Have students research the pros and cons of space tourism and use what they have learned to formulate opinions on this issue. Have each student write a letter to NASA supporting or refuting the space agency's current ban on space tourism.

LINKS:
http://www.spacefuture.com/tourism/tourism.shtml
http://www.spacetransportation.org/travelandtourism.htm
http://www.nasa.gov/
http://www.fas.org/spp/civil/russia/rsa.htm

Chronicle: Liberian Timber

1. Locate Liberia on a world map. What has a panel of experts recently reported to the U.N. Security Council regarding Liberian timber? Why did the council impose sanctions against Liberia earlier this year? Who is the current president of Liberia? To whom is President Taylor allegedly channeling weapons and money? Why?

2. What are "conflict diamonds"? According to the video, what has replaced diamonds as a way to finance Sierra Leone's rebels? Where are most of Liberia's timber exports sent? How does President Taylor's government respond to the allegations of arms trafficking and embezzlement?

3. What is unique about Liberia's rain forest? What are some of the long-term effects of the destruction of this forest? According to supporters of a timber embargo, how will such an action affect the forest

and the conflict in this region? What action has the U.N. Security Council taken on this recommendation?

4. Liberia is a country that most students know little about. Divide the class into small groups, and have them consult their texts and the Internet to learn more about the government, economy, history, geography and culture of this nation. Direct each group to make a formal presentation of its information. After all the presentations, ask students to consider which of the following consequences could have more of a devastating effect on Liberia's people: the destruction of its rain forest or the proposed timber embargo. Discuss.

LINKS:
http://news.bbc.co.uk/hi/english/world/africa/newsid_1480000/1480516.stm
http://forests.org/archive/africa/unloglib.htm
http://www.odci.gov/cia/publications/factbook/geos/li.html

Perspectives: Norway Wolves

1. Why was last year "a very bad year for wolves in Norway"? Why did the Norwegian government sponsor wolf kills? Why were some opposed to this practice?

2. How many wolves existed in Norway last year? How many can be found there now? What is likely to happen to the single remaining wolf pack? Why? Why has wolf hunting not had similarly devastating effects in Finland? What is the status of Norway's plans to launch another wolf hunt this winter? Why are these plans on hold?

3. Challenge students to consider what widespread killing of one species of animal does to the ecosystem and balance of nature. Group students. Direct them to biological resources and have each group research the habitat, food, and natural enemies of wolves. Then have each group create a diagram of a food web, in which the group illustrates the fragile ecosystem surrounding wolves. Have each group present its diagram, and explain what could happen to the ecosystem if the wolves' numbers are drastically reduced or the wolves in one geographic area are eliminated altogether.

LINKS:
http://www.wolf.org/
http://healing.about.com/cs/animalguide_wolf/index.htm
http://www.panda.org/news/press/news.cfm?id=2165
http://www.sciencedaily.com/releases/1999/10/991028070818.htm
http://www.fonz.org/zoogoer/zg1998/27%283%29yswolves.htm
http://www.wolfsanctuary.org/extinction.html

Business Report: Fish Boycott

1. According to the video, how much fish does the average American eat each year? How has fish consumption fared compared to beef consumption over the past few decades? Why?

2. Why does chef Suzanne Goin refuse to serve swordfish at her restaurant? What are some of the other species hundreds of chefs across the U.S. are refusing to serve? Why are they taking this course of action? Why does Suzanne Goin believe that consumers could be the key to the success of this boycott?

3. Who is Tony West? How does he feel about the fish conservation campaign? Explain how the campaign to save the East Coast swordfish has affected his business. What fraction of money spent on seafood in the U.S. is spent in restaurants? Given this information, how could a continued fish boycott

by chefs affect the fishing industry?

4. Use this opportunity to generate a class discussion about boycotts. Ask students: What is a boycott? What is the purpose of a boycott? Have you ever been involved in one? If so, share the experience with the class. Was the boycott effective in changing another person or party's behavior? Discuss what would have to happen in order for the chefs' boycott of endangered fish to be a successful effort. Could this boycott have any negative consequences for the restaurant industry? Discuss.

5. As your students examine environmental issues on this Earth Week's CNN Student News programs, challenge them to also examine the economic costs associated with environmental policy. Divide the class into small groups. Have each group choose one environmental issue seen on CNN Student News or gleaned from any other reliable source, and conduct research to learn more about the issue and options for addressing it. Then, direct the group to examine the economic costs of addressing that issue, including:
   - loss of jobs or businesses;
   - loss of property or change in property values;
   - increased costs to consumers;
   - increased costs to taxpayers;
   - any other costs.

   Have each group present an in-depth economic analysis of its environmental issue. Discuss reasons why environment and business interests are often depicted as polar opposites. Are there times when both sides can benefit from environmental policy? Discuss.

LINKS:
http://endangered.fws.gov/
http://www.enn.com/news/wire-stories/2001/04/04082001/ap_salmon_42948.asp
http://www.nanfa.org/StatusLinks.htm

Student Bureau: Tree Rings

1. Why are scientists at the University of Arkansas studying tree rings? Why are the scientists there interested in the oldest trees? What is "climatic history"? What is dendrochronology? How do a tree's rings in dry years compare to its rings in wet years? How do the scientists examine a tree's rings without killing the tree?

2. What significant discovery did David Stahle and his team of scientists recently make? What did their discovery reveal about the disappearance of the first North American English settlement, sometime in the 1600s? What do you think Dan Griffin means when he refers to trees as "great environmental storytellers"?

3. Many historians believe in the principle that "The present is the key to the past." How does the science of dendrochronology support this statement? Can you think of other examples where studies of the present can provide clues about the past? Explain.

4. Teachers: You and your students may want to check out Riverdeep.net's "Life without trees" at: http://riverdeep.net/current/2000/09/090800_trees.jhtml.

LINKS:
http://www.sonic.net/bristlecone/dendro.html
http://www.arts.cornell.edu/dendro/
http://www.duke.edu/~cmg6/

EDITOR'S NOTE:
Karen Hughes
Bill Gates
Microsoft
antitrust
space tourism
Liberia
boycott
dendrochronology

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CNN NEWSROOM Guide

April 25, 2002

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CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Drought ... 06:00...06:30
-Residents along the U.S. East Coast are experiencing the worst drought in decades.
-Pennsylvania copes with extremely dry conditions.

In the Headlines ... 03:30...10:00
French protests against presidential candidate Jean-Marie Le Pen continue.

News Focus: African-American Vote ... 04:10...14:10
Democrats hold a big fund-raiser at Harlem's historic Apollo Theater.

Chronicle: ANWR Fact Check ... 04:10...18:20
CNN's Brooks Jackson examines both sides of the ANWR drilling debate.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...18:30
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Pandas ... 02:05...20:35
China's pandas could face extinction if confined to existing reserves.

Science Report: Iceland Energy ... 03:00...23:35
The same geology that makes Iceland's landscape so dramatic also provides a measure of energy independence.

Student Bureau ... 02:30...26:05
The Univ. of Colorado promotes efficient energy use with "Generation Green."

Where in the World? ... 01:00...27:05
Answer: Iceland

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Drought

1. According to the video, what percentage of the U.S. is experiencing drought conditions? What region seems to be getting the most attention? Why? Which state in the Northeast has been particularly hard hit by this drought? What is Pennsylvania's rain deficit since last July? What do experts blame for the drought that is plaguing the Northeast?

2. How does Jim St. John of Georgia Tech respond to the question of the drought as part of a global trend? Why haven't meteorologists done a better job of predicting droughts? Does it make sense to link droughts to global warming? Explain.

3. Why is Mike Cochran drilling holes in his yard? How are his efforts to find water comparing to those of the past? What other evidence from the video illustrates the dry conditions in this part of Pennsylvania? Why could the drought also be dangerous for citizens of York County?

4. Direct your students to the Web sites below for information on the drought, and the latest national drought monitor map. Is your community being affected by drought? If so, to what degree, as indicated on the map? If your community is suffering from the drought, have students consult local governments to find out what is being done to restrict water usage. Post the local water restrictions in the classroom. Generate a class discussion about what students can do to minimize water usage and waste.

LINKS:
http://www.drought.noaa.gov/
http://enso.unl.edu/monitor/monitor.html
http://md.water.usgs.gov/drought/

In the Headlines: Storming The Bastille

1. What is The Bastille? Why is it "an altar to the French Revolution"? Who is Jean-Marie Le Pen? Why are the protesters angry with him? Why are some of the protesters expressing "shame" for their country? Why are French residents of other nationalities especially worried about Le Pen?

2. Who is Jacques Chirac? What decision has he made regarding a possible debate with Le Pen? How did Le Pen respond to that decision? Why do you think he called it "an attack on democracy"? What political damage might Chirac incur if he were to agree to debate Le Pen?

3. According to most estimates, nearly 30 percent of the French electorate stayed home on this last Election Day. Point out to students that analysts believe that apathy resulted in Le Pen's surprise victory. Read this quote to students from Time magazine: "A large stay-away also means that the results were skewed to the more ideologically motivated voters, who tend to favor more extreme parties." Discuss the meaning of this statement. Remind students that France has a multiparty political system, and that there were 16 candidates in this most recent presidential election. Ask: How might voter apathy promote political extremism? Discuss.

4. Teachers: For a CNNstudentnews.com article and educational materials, including an explainer on the French election process, please go to: http://fyi.cnn.com/2002/fyi/news/04/22/french.election/index.html.

LINKS:
http://www.time.com/time/world/article/0,8599,232750,00.html
http://news.bbc.co.uk/hi/english/world/europe/newsid_1948000/1948066.stm

News Focus: African-American Vote

1. Where did the Democratic Party hold its most recent fund-raiser? Where is the Apollo Theater located? Who is Chris Tucker? What was his role in this fund-raising event? In what other political activities has he participated? Why do you think politicians often enlist the help of entertainers and other celebrities?

2. Ask students to consider why African Americans represent a significant voter bloc, especially to the Democratic Party. Have students consult the Internet and other resources to determine demographic trends in voting in recent national elections. Share students' findings. How would the Democratic Party be affected if African-American voters were to withdraw their support? Discuss.

LINKS:
http://www.census.gov/population/www/socdemo/voting.html
http://www.fec.gov/elections.html
http://www.apollotheatre.org/
http://www.itsshowtimeattheapollo.com/apollo2002/html/home.html

Chronicle: ANWR Fact Check

1. What is the Arctic National Wildlife Refuge (ANWR)? What are some of the political views that leaders have expressed about drilling for oil in this region? According to the video, how much damage would drilling do to the ANWR ecosystem? How do even the most recent government studies conflict on this question? What does history tell us about the effect of drilling at Prudhoe Bay on caribou herds in the 1970s?

2. What different estimates exist about the amount of oil in the Arctic National Wildlife Refuge? How does a middle estimate of the amount of oil in the region compare to what the U.S. would have saved had Congress imposed tighter mileage restrictions on cars and SUVs? Even if oil drilling were to start immediately, how long would it take for the ANWR to hit full production? At that point, what impact would ANWR oil likely have on U.S. dependence on oil imports? Explain.

3. Ask students to consider this question: To what extent is the fate of the ANWR a political issue?
    1. As a class, have students consider the industries and interest groups that stand to benefit from ANWR's oil. You may want to refer students to the Internet to investigate this issue. Use these questions to guide their research:
        - What is the relationship between these groups and the U.S. federal government?
        - What is the U.S. president's role in determining the fate of the ANWR?
        - What factors might influence a U.S. president's decision about whether or not to support ANWR drilling?
    2. After the discussion, divide your class into groups. Have each group represent lobbyists for one of the following groups: the oil industry, the energy industry, environmentalists, consumer groups, or the Inupiat Eskimos and Gwich'in Indians (two indigenous peoples of this region with opposing views on drilling in the ANWR).
    3. Have each group research its interests in the ANWR issue.

4. Then, hold a mock congressional hearing and have groups present their positions in a testimony to Congress.

Following the testimonies, have students determine which testimony is the most compelling and why. Ask students: If Congress were to agree with the class's decision, and you were the U.S. president, would you veto the decision? Why or why not?

EXTENSION: For a more in-depth understanding of the energy crisis, use Riverdeep.net's article and activities in "Blackout" at: http://www.riverdeep.net/riverdeep_today/ttn_2001/feb/021201t_power.html.

LINKS:
http://anwr.org/
http://www.defenders.org/NPRA-iss.html
http://www.nwf.org/
http://www.washingtonpost.com/ac2/wp-dyn/A44300-2002Mar5?language=printer
http://arcticcircle.uconn.edu/ANWR/anwrdebate.html

Perspectives: Pandas

1. What kind of animal is the panda? In what country can the giant panda be found in the wild? Why is the giant panda's future in jeopardy? How many giant pandas still exist in the wild? In what region of China do they live?

2. What is a reserve? How does the reserve habitat of many of China's pandas threaten the species' existence? How does living on reserves impact the species' ability to withstand random natural events like forest fires? How does captivity affect the panda's ability to breed?

3. People all over the world are fascinated by pandas. Inform students that the U.S. National Zoo received its first set of pandas (named "Ling-Ling" and "Hsing-Hsing") on April 16, 1972, as a gift from the People's Republic of China. Why are humans so fascinated with pandas? Assist students in conducting research to learn more about pandas. Have students share their findings and prepare a classroom resource or a Web site that offers information on the panda's habitat and characteristics, as well as efforts to save the species.

LINKS:
http://pandas.si.edu/
http://www.worldwildlife.org/species/species.cfm?sectionid=95&newspaperid=21
http://www.umeedu.maine.edu/coehd/especies/panda.htm

Science Report: Iceland Energy

1. Locate Iceland on Holt, Rinehart and Winston's map of Europe http://go.hrw.com/atlas/norm_htm/europe.htm. Point out that Iceland produces the most electricity per capita in the world without using coal, oil, gas or nuclear fuel in their power plants.

2. What energy resources do power plants in Iceland use? According to the video, what are the many uses for hot water? What is the Blue Lagoon? What new source of energy is Iceland planning to use? How would you define "renewable energy"? What is the significance of using renewable energy resources?

3. Divide students into seven groups. Assign each group one of the following energy resources: fossil fuels, nuclear, solar, water, wind, geothermal and biomass. Have students identify the advantages and disadvantages of using each resource. Have students share their findings. Ask: What is the difference

between fossil fuels and renewable resources? Which type of resources do you think would be better to use? Why? Do you think renewable resources will become more important in years to come? Why or why not?

4. Have students imagine a world in which at least three-quarters of vehicles and industries are fueled by hydrogen or other alternative energy sources. Direct students to write essays about how the environment and personal lifestyles would be impacted by this change. Have students share their essays.

5. Teachers you may want to go to Riverdeep.net's "Wave wattage", at:
http://www.riverdeep.net/current/2002/04/040802t_power.jhtml and
"Going solar" at:
http://www.riverdeep.net/current/2000/04/front.200400.sun.jhtml.

6. Teachers you may want to check out CNN Student News' "Powering the Planet" special, which aired on May 29, 2001. The CNN Student News Daily Guide for that day appears at http://turnerlearning.com/newsroom/archive/0501/NR052901g.html. Go there for questions, activities and resources on alternative energy sources, nuclear power and more.

EXTENSION: Students can research major fuel corporations to learn what research, if any, they are doing on alternative energy sources and environmental issues. Students can each choose one corporation to research and report their findings in essays or class presentations.

LINKS:
http://www.nrel.gov/lab/pao/hydroelectric.html
http://www.iclei.org/efacts/hydroele.htm
http://www.energy.rochester.edu/is/reyk/

EDITOR'S NOTE:
drought
Pennsylvania
The Bastille
fascist
African-American vote
Arctic National Wildlife Refuge
pandas
Iceland

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CNN NEWSROOM Guide

April 26, 2002

Tune in to THE WB Network Mon., May 6th at 8PM/ET for 7th Heaven's "The Known Soldier," a timely educational program about the War on Terrorism and the preservation of American freedoms. For information about taping rights and FREE online educational guides, continue to check for upcoming details in the CNN Student News guide.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Space Tourism ... 08:40...09:10
-Space tourist Mark Shuttleworth becomes the first African in space.
-South African students watch their countryman make history.
-CNN's Jill Dougherty interviews Mark Shuttleworth.

News Focus: VolunteerMatch.org ... 03:00...12:10
A unique Web site pairs volunteers with organizations that need them.

Chronicle: Cactus Rustling ... 02:50...15:00
The symbol of the American Southwest is the target of "cactus rustlers."

CNN STUDENT NEWS PERSPECTIVES ... 00:10...15:10
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Elephant Woes ... 03:40...18:50
Sumatra's wild elephants are in jeopardy.

Week in Review: French Elections ... 04:00...22:50
CNN's Joel Hochmuth examines the fallout resulting from the French elections.

Student Bureau ... 03:20...26:10
The City Year campaign asks young adults for one year of community service.

Where in the World? ... 01:00...27:10
Answer: South Africa

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Space Tourism

1. Who is Mark Shuttleworth? Why is he on a Russian rocket, headed into space? How much did his "ticket" to space cost? Who is accompanying him on this trip?

2. For how long did Shuttleworth train in order to participate in this mission? Why did the Russian government allow him to go? What will Shuttleworth do aboard the International Space Station?

3. Why are the South African students seen in the video "among the lucky ones"? What were they watching on television? How did they react to the launch of the rocket carrying the first African into space? Why is teaching science at Minerva High especially challenging? In spite of the challenges, what successes have the teachers and students had? How will some of these students be part of Mark Shuttleworth's space experience? Do you think that Shuttleworth's story will inspire other young Africans to pursue the study and exploration of space? Why or why not?

4. Why does Shuttleworth see himself as more than a space tourist? What kind of program does he want to initiate for South Africa? How did Mark Shuttleworth become interested in space? What kind of training did he have to endure in advance of his trip? In what kinds of experiments will Shuttleworth participate while in space? If you could have the opportunity to interview Mark Shuttleworth, what questions might you ask him?

5. Point out to students that some have been critical of Mark Shuttleworth's spending $20 million to pursue his personal dream of space travel. These critics point to the poverty in his home country, South Africa, and argue that the money could be better spent. Shuttleworth, meanwhile, says that his trip is about promoting his "First African in Space" project, aimed at convincing young people that science is "not only for brainy nerds." Challenge students to put themselves in Mark Shuttleworth's place. Ask: If you had the financial resources to go to space and a lifelong desire to make the trip, would you make the trip or spend the money in another way? Have students write essays in response to that question. Share students' essays and discuss whether criticisms of Shuttleworth's spending are justified or unfair.

LINKS:
http://fyi.cnn.com/2002/TECH/space/04/25/shuttleworth.takeoff/index.html
http://fyi.cnn.com/2002/TECH/space/04/25/safrica.tourist.reut/index.html
http://www.nasa.gov/
http://planetary.org/
http://www.nss.org/

News Focus: VolunteerMatch.org

1. Who is Deborah Robbins? In what way does she volunteer her time? How did she find this volunteer opportunity? What is the purpose of VolunteerMatch.org? Who is Jay Backstrand? How does his Web site work? What U.S. city currently tops the list of communities "in the giving mood"? Why do you think that is? How do VolunteerMatch.org's hits now compare to those at the same time last year? What do organizers credit for this upsurge in activity?

2. Inform students that this is National Volunteer Week. This year's theme is "Celebrate the American Spirit --- Volunteer!" As a class, collect information on volunteer opportunities in your community. Create a "Volunteers' Corner" in an accessible portion of your school's guidance office and display the materials there. Encourage students who have the time to dedicate a portion of that time to a volunteer cause in service to their community.

LINKS:
http://www.volunteermatch.org/

Chronicle: Cactus Rustling

1. Describe the saguaro cactus. Why is there a black market for this plant? Who supplies that market? Why do some call Jim McGinnis a "cactus cop"? What is happening to the cactus' habitat as cities like Phoenix and Tucson spread?

2. What steps are Arizona law enforcement authorities taking to protect cactus plants? What can happen to poachers who ignore the law? What kinds of "legal relocation" are taking place with cacti in Arizona? How long does it take a saguaro to grow arms? How long can these plants live? Why does it take patience to grow them from seeds?

3. Ask students to consider the ecosystem in which the saguaro cactus lives, and use that information to discuss why it takes so long for this plant to grow to full-size. Have students consult the Internet and other resources to learn more about the saguaro and the features that have enabled it to adapt to the desert ecosystem. Share student findings and discuss.

LINKS:
http://www.arizonacactus.com/
http://www.desertusa.com/july96/du_saguaro.html
http://www.gorp.com/gorp/resource/US_National_Park/az_sagua.HTM

Perspectives: Elephant Woes

1. Locate Sumatra on a world map. Why are wild Sumatran elephants a problem for farmers? What is the status of Sumatra's wild elephant population? How is the Sumatran government dealing with its elephant-related problems?

2. Do you think wild elephants have a future in Sumatra? Why or why not? What, if anything, should the Sumatran government do to deal with its wild elephant problem?

3. Inform students that the Sumatran elephant is one of several different subspecies of Asian elephants. Refer students to the Web sites below to learn more about Asian elephants, why they are endangered, and the efforts being taken to preserve the species. Challenge groups of students to design games to teach their peers about Asian elephants and elephant preservation. After groups have presented and played their games, have students evaluate the content and presentation of the activities: Which games were the best teaching tools? What did students learn from each game?

LINKS:
http://www.panda.org/species/eleph_asian/
http://www.panda.org/resources/publications/species/asianelephants/main.htm
http://www.save-the-elephants.org/
http://elephant.elehost.com/About_Elephants/about_elephants.htm

Week in Review: French Elections

1. Why did protesters take to the streets in France this week? Politically speaking, how do analysts categorize Jean-Marie Le Pen? What are some of his positions on issues of interest to French citizens? Whom will he face in the May 5 runoff election?

2. Why are analysts saying that the French protesters have only themselves to blame for the results of this election? What was the political mood in France days before the election? What assumption had many French citizens made about the election's outcome?

3. Who is Gerhard Schroeder? Why do you think that, in his words, "all Democrats in France and in Europe" should have an interest in preventing Le Pen from becoming a serious challenger to Jacques Chirac? How does Le Pen view Chirac? Why isn't Chirac interested in debating Le Pen?

4. Teachers: For a CNNstudentnews.com article and educational materials, including an explainer on the French election process, please go to:
http://fyi.cnn.com/2002/fyi/news/04/22/french.election/index.html.

   You can find a CNNstudentnews.com article on Le Pen's address to the European Parliament at:
http://fyi.cnn.com/2002/fyi/news/04/24/lepen.france/index.html.

LINKS:
http://www.odci.gov/cia/publications/factbook/geos/fr.html
http://www.historyguy.com/government_of_france.html
http://www.assemblee-nationale.com/
http://www.elysee.fr/ang/index.shtm

EDITOR'S NOTE:
Mark Shuttleworth
South Africa
space tourism
volunteer
saguaro cactus
Sumatra
Jean-Marie Le Pen
City Year

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STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Pakistan Politics ... 06:00...06:30
-Pakistan's Pres. Musharraf calls a referendum aimed at keeping him in power.
-The political mood varies among Pakistanis days before the vote.

News Focus: Sudan Slavery ... 05:00...11:30
The Sudanese government claims it will stop the practice of "abduction" in Sudan.

Chronicle: Lisa Lopes ... 04:20...15:50
Singer Lisa Lopes dies at age 30.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...16:00
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Presidential Blunders ... 03:10...19:10
U.S. government transcripts often omit presidential blunders.

Culture Report: Cello for Peace ... 03:50...23:00
An Iraqi cellist uses music to unite the U.S. and Iraq.

Student Bureau ... 03:20...26:20
A college student starts his political career by running for his local school board.

Where in the World? ... 01:00...27:20
Answer: Sudan

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Pakistan Politics

1. Of what country is Pervez Musharraf the president? What victory did Pakistan's Supreme Court recently hand him? What is the point of the referendum being called by President Musharraf? Who is challenging this referendum? Why?

2. When did Pervez Musharraf seize control of Pakistan? What promise did he make since coming to power? Why does Musharraf believe the referendum he is calling is necessary? What is a "mandate"? Why are many Pakistanis unhappy with this referendum? Explain how Musharraf is mobilizing "the vast resources of the state" to his political advantage. How are Pakistani journalists feeling pressure from government authorities? What are Pakistan's opposition political parties encouraging voters to do? Why?

3. How do the opinions of the truck driver and the vegetable vendor differ on the issue of Pakistan's future under President Musharraf? How does political analyst Nasim Zehra describe the political mood in Pakistan? What issues have made this a "high profile year" for Musharraf? What does Nasim Zehra mean when he says most Pakistanis believe the referendum is a "done deal"?

4. At the end of his report, CNN's Mike Chinoy says that critics of Musharraf claim that his actions "make him little different than Pakistan's previous military dictators who sidelined democracy to keep themselves in power." Ask students to consider whether or not Musharraf's critics are justified in this claim. Have students work in groups to learn more about Pakistan's political system, the contemporary history of Pakistan, the rise of Pervez Musharraf, and the issues he has faced since he coming to power in 1999. Have groups share their information with the class. Pervez Musharraf has repeatedly promised to "restore democracy" to Pakistan. Ask students: Do his actions as president indicate that Musharraf is "restoring" democracy, or "sidelining" it? Discuss.

5. Teachers: For a CNNstudentnews.com backgrounder on Pakistan, visit: http://fyi.cnn.com/2001/fyi/news/10/29/pakistan.history/index.html.

LINKS:
http://news.bbc.co.uk/hi/english/world/south_asia/newsid_472000/472997.stm
http://www.guardian.co.uk/pakistan/Story/0%2C2763%2C491716%2C00.html
http://www.pak.gov.pk/
http://www.paktoday.com/
http://www.odci.gov/cia/publications/factbook/

News Focus: Sudan Slavery

1. Who is Akul? What hardships have Akul and his family endured? What program did James Aguer establish? How has the government of Sudan's position on the practice of slavery changed during the last three years? What is "CEAWC"? To what extent is the Bush administration involved in Sudan? What factors are influencing the Bush administration's policy in Sudan?

2. Have students define the terms "abduction" and "slavery." What is the major difference between these two terms? Why do you think the Sudanese government uses the term abduction to describe the

enslavement of Sudanese children and women? Do you think semantics could impact the resolution of the abduction/slavery problem in Sudan? Explain.

3. Refer students to multimedia resources, including the Web sites below, to research the history of Sudan's Civil War and the U.N. Universal Declaration of Human Rights. As a class, identify and discuss whether the government of Sudan has violated the U.N. Declaration of Human Rights, and if so, how. Ask students: Based on the information in the video, what additional action, if any, do you think the U.S. and the Sudan government should take to stop slavery in Sudan? Discuss.

LINKS:
http://cnn.com/2002/WORLD/africa/04/18/sudan.abducted.children.reut/index.html
http://www.antislavery.org/archive/submission/submission2001-Sudan.htm
http://www.freedomhouse.org/religion/sudan/publications/shea_un_speech_2001.htm
http://www.un.org/rights/

Chronicle: Lisa Lopes

1. Who was Lisa Lopes? How did she die? With what musical group was she affiliated? Why was she known as "the tiny singer with a big heart"? For what accomplishments will she be remembered?

2. Who are the Sudanese "Lost Boys"? Why did Lopes invite these young men to her recording studio in Atlanta? In what language do these boys sing?

3. Refer students to the links below to lean more about the history and plight of the Sudanese refugees. Discuss how war and resulting political and economic instability have negatively impacted the quality of life of Sudan's children. Then, point out that, according to sudanlostboys.com, "In 1999, the U.N. High Commissioner of Refugees and the U.S. State Department referred about 3,800 (Sudanese) children and young adults to the U.S. for permanent resettlement. Those under 18 were placed with foster families from Fargo, N.D., to Phoenix, Ariz." As a class, have students consider the challenges that the Sudanese children faced in terms of acclimating to the U.S. Ask: What impact do you think Ms. Lopes had on the Lost Boys and the plight of the Sudanese refugees?

LINKS:
http://cnn.com/2002/SHOWBIZ/Music/04/26/obit.lopes/index.html
http://www.sudanlostboys.com/articles/210719_lost_boys_of_sudan-finding_their_way.htm
http://www.sudan.net/
http://www.countryreports.org/history//sudhist.htm
http://www.sudanembassyus.org/
http://www.emulateme.com/history/sudhist.htm

Perspectives: Presidential Blunders

1. What did President George W. Bush call Connecticut Lt. Governor Jodi Rell? What did the official White House transcript report the president as having said? What other presidential blunders does the video mention?

2. What is the purpose of an official presidential transcript? In what situations are official presidential transcripts produced and used? How might the value of a presidential transcript change over time? How might a historian use a presidential transcript?

3. Point out that in the video the reporter asks: "Is it kind, or dishonest, to clean up grammar?" Inform students that journalists and editors deal with this question every day. Working as a class, have students define the difference between "fair' and "unfair" editing. Should a word such as "gonna" be

changed to "going"? What about correcting the president when he gets someone's name wrong? Should the use of "ums" and "ers" be omitted? After the discussion, refer students to the links below and other resources to learn more about the ethics of reporting and editing. If possible, have students contact their local newspaper and ask about its policy on altering quotations. Then, break students up into groups and direct them to discuss differences between the various codes. Ask: Why is there no agreement on this issue? Instruct each student to write his/her own code of ethics regarding the use of quotations, and include specific examples of a fair edit, an unfair edit, and an edit that falls in the "gray area."

EXTENSION: Group students and instruct each group to audio tape or video tape a group member talking extemporaneously for one minute on a topic, such as his/her favorite movie or what he/she did over the weekend. Next, have each group member transcribe the speech and edit it into a presentable written form. Have the members of each group compare their written transcripts and explain their editorial decisions.

LINKS:
http://www.asne.org/index.cfm?id=387
http://www.mtn.org/~newscncl/fall95/Quotes.html

Culture Report: Cello for Peace

1. Who is Karim Wasfi? How have his life experiences influenced his beliefs? According to Wasfi, what is the power of music? Which groups of people does he believe could benefit from the power of music? How has he demonstrated his belief in resolving conflict through playing music? What is Wasfi's "dream"?

2. What does Wasfi mean when he says, "I feel I have an interesting role in linking two societies, two nations .... I'm considering myself a messenger of peace"? Do you think that Wasfi will be able to fulfill his dream of uniting the U.S. and Iraq using music as his peace plan? Why or why not?

3. How does the following quotation from English dramatist William Congreve (1670-1729) apply to Wasfi's cross-cultural musical mission: "Music hath charms to soothe the savage breast/To soften rocks, or bend a knotted oak"? Do you agree or disagree with Wasfi's approach to solving international political conflicts? Explain. How does the belief in the power of music motivate other people?

4. How has music been used to promote political and social change? Help students brainstorm a list of musical composers, singers and music companies. Then, have each student select one person or group from the list. Direct each student to research the Web sites below and other resources to discover how its person or group used music (e.g., festivals, concerts and songs) to promote political and social causes such as peace, civil rights, and the environment. After students share and discuss their findings, direct them to write essays in which they discuss the power of music in their own lives.

   EXTENSION: Have students discuss and give examples of how other forms of art such as dance, drama and visual arts have been used to promote social and political change.

LINKS:
http://www.radiantpeace.org/intlday.htm
http://www.seapeace.org/
http://www.gandharva-veda.com/page7.htm
http://www.bluesforpeace.com/
http://shamino.quincy.edu/~bangje/music.html
http://www.cnmat.berkeley.edu/~ladzekpo/index.html

- **Student Bureau: Member of the Board**

1. What university does Ryan Jolley attend? To what position was he elected last year? What sparked Ryan's interest in politics and government? Describe the process Ryan went through in order to be elected.

2. According to Marlene Eader, Vice President of the Gahanna School Board, Ryan "has a unique way of thinking about issues" that the board is presented with. Ask students: What do you think Ms. Eader means by this statement? What insight might Ryan bring to the school board that the other board members don't have? Do you agree with Ms. Eader's assertion that working from different viewpoints can lead to a better outcome? Explain.

3. Help students create a list of the members of their own board of education, as well as local and state political representatives. Divide the class into groups, and assign each group one person from the list. Have groups conduct research, using the Internet and other resources, to learn about their assigned subjects. Use the following questions to guide groups' research:
   1. What elected office does the person hold?
   2. For how long has he/she held his/her current office?
   3. To what offices has this person been elected previously?
   4. What are the responsibilities of the person's current position?
   5. Is the elected office of your subject his/her primary profession? If not, what other titles and/or positions does he/she hold?
   6. What are your subject's professional and political accomplishments?

   If possible, have groups arrange to interview their subjects to gather more information on their professional and political backgrounds. After groups present their findings, ask: Would you ever be interested in running for and holding an elected office? If so, at what level of government, or in what specific positions, would you choose to serve? Explain.

LINKS:
www.gahanna.k12.oh.us/
http://www.nsba.org/sbn/
http://www.nsba.org/

EDITOR'S NOTE:
Pervez Musharraf
referendum
abduction
Lisa Lopes
transcript
cello
Iraq
school board

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CNN NEWSROOM Guide

April 30, 2002

Tune in to THE WB Network Mon., May 6th at 8PM/ET for 7th Heaven's "The Known Soldier," a timely educational program about the War on Terrorism and the preservation of American freedoms. For information about taping rights and FREE online educational guides continue to check for upcoming details in the CNN Student News guide.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:30...00:45

CNN STUDENT NEWS ... 00:10...00:55
Today's top stories

Lead Story: Pakistan Politics ... 06:15...07:10
-CNN's Joel Hochmuth reports on President Musharraf's referendum.
-Musharraf's referendum is at the heart of a political debate.

News Focus: Tornados ... 04:50...12:00
Tornados hit America's Midwest and mid-Atlantic states.

News Focus: Tire Pressure ... 02:55...14:55
Most American drivers fail to properly maintain their tires.

Chronicle: Boy King ... 01:55...16:50
Uganda's King Oyo visits the U.S.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:00
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Presidential Objects ... 02:05...19:05
A traveling exhibit chronicles the lives of U.S. presidents.

Ask CNN ... 00:50...19:55
How do braces straighten your teeth?

Health Report: Fitness Water ... 01:35...21:30
Do fitness waters promote athletic performance?

Eco-Labels ... 02:10...23:40
A new Web site helps consumers learn the truth about food labels.

Student Bureau ... 02:25...26:05
A high school senior in Carmel, Indiana runs for county sheriff.

Where in the World? ... 01:00...27:05
Answer: Uganda

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Pakistan Politics

1. Of what country is Pervez Musharraf the president? Why are Pakistani voters heading to the polls today? What is the point of the referendum being called by President Musharraf?

2. When and under what circumstances did Pervez Musharraf seize control of Pakistan? How is he regarded by the citizens of Pakistan? How would you describe the relationship between Musharraf and the Bush administration? What political challenges has Musharraf faced since September 11, 2001?

3. Why do some analysts consider Musharraf's call for the referendum "a largely political move"? Why do some Pakistanis support Musharraf and his referendum? Why do some oppose the referendum? How has Musharraf responded to his critics?

4. Have students read The Constitution of the Islamic Republic of Pakistan, Part 3, Chapter 1: The President to examine the process by which Pakistan's president is elected. Ask: Is Musharraf following the process delineated in the constitution? If not, what reasons might he give for circumventing it? Discuss.

5. Teachers: For additional discussion questions and an activity on Musharraf's referendum, check out yesterday's CNN Student News Guide.

   Also, you can access a CNNstudentnews.com backgrounder on Pakistan at: http://fyi.cnn.com/2001/fyi/news/10/29/pakistan.history/index.html.

LINKS:
http://cnn.com/2002/WORLD/asiapcf/south/04/29/pakistan.referendum/index.html
http://news.bbc.co.uk/hi/english/world/south_asia/newsid_472000/472997.stm
http://www.guardian.co.uk/pakistan/Story/0%2C2763%2C491716%2C00.html
http://www.pak.gov.pk/
http://www.paktoday.com/
http://www.paktoday.com/elect26.htm

News Focus: Tornados

1. What recent storm caused problems for those living in the Midwest and mid-Atlantic states? What is a tornado? How does a tornado develop? What is the Fujita Scale? Where is "Tornado Alley"? If you only have a few seconds to prepare for a tornado, what two words should you remember? Why?

Where is the best place to go in the event of an approaching tornado?

2. The National Weather Service provides tornado warnings that are critical for preventing injuries and deaths. However, there are other measures people can take to minimize personal loss. According to the Federal Emergency Management Agency (FEMA), "advance planning and quick response are the keys to surviving a tornado." Have students conduct research to learn how to prepare for and respond to a tornado. Have the class develop a multimedia presentation for their school community about the ways students can protect themselves and their community in the event of a tornado. Direct students to consider how these safety measures could be applied to prepare for and respond to other natural disasters.

3. Teachers: For more information and educational activities on tornados and other types of extreme weather, visit the following CNNstudentnews.com site: http://www.cnn.com/fyi/interactive/specials/weather/index.html.

LINKS:
http://fyi.cnn.com/2002/WEATHER/04/29/storm.deaths/index.html
http://www.fema.gov/library/tornadof.htm
http://www.tornadoproject.com/fscale/fscale.htm

News Focus: Tire Pressure

1. Why is it important that drivers check their tires' air pressure and tread? What happens when tires are over-inflated and under-inflated? According to the Rubber Manufacturers Association, what percentage of Americans correctly check their tire pressure every month? What protocol should drivers follow when checking their tires' air pressure?

2. Instruct students to determine how to calculate the amount of air pressure in a tire. Students may want to use the following formula: Pressure = Force/Area. Remind students that air pressure is expressed in pounds per square inch (psi) or kiloPascals (kPa). Direct students to consult the owner's manuals for their family cars to identify the correct amount of air pressure for the cars' tires. Create a list of vehicles and suggested tire pressure amounts on the board. Then ask: Why do you think different types of vehicles require tires with different amounts of pressure? Which vehicles require tires with more air pressure? Why do you think this is so?

LINKS:
http://www.rma.org/
http://www.retread.org/Inflation/
http://www.howstuffworks.com/pressure-gauge.htm
http://www.nhtsa.dot.gov/cars/problems/studies/insurance/insreport4final.htm

Chronicle: Boy King

1. Who is Oyo Nyimba Kabamba Iguru? What kingdom does he rule? How old is King Oyo? Why is he visiting the U.S.? What percentage of AIDS cases are in sub-Saharan Africa? How has AIDS affected the children of Uganda?

2. Inform students that AIDS is at epidemic proportions in Africa. Although life expectancy worldwide is on the increase, now around 63 years old globally, it is declining in Africa because of the spread of HIV. Have students consider other implications of the spread of this virus across sub-Saharan Africa and beyond. Have students work in groups to research the impact of HIV and AIDS on Africa's people and share their findings. Then, as a class, list the political, social, and economic effects of the spread

of HIV and AIDS on the African continent. Ask students: What challenges does King Oyo face in terms of stopping the spread of HIV and AIDS in Uganda? What approach do you think the king should take to stop the spread of HIV and AIDS in Uganda?

LINKS:
http://allafrica.com/stories/200204030348.html
http://www.cia.gov/cia/publications/factbook/geos/ug.html
http://www.unaids.org/

Perspectives: Presidential Objects

1. What exhibit is featured in this CNN Student News segment? What is the purpose of the exhibit? Which of the featured objects did you find the most intriguing? Why?

2. We learn in the video that, "In some ways, these objects make you see the presidents as what they are -- average men." Discuss the meaning of this statement. Ask: What is your perception of those who have held the presidential office? Are they "average" men? Explain. In your opinion, what skills and attributes should a U.S. president possess?

3. What is the role of the U.S. president? Assign each student a different U.S. president. Instruct each student to research the background of the president, his accomplishments as president, and the events that marked his presidency. Then, challenge each student to select an artifact associated with the presidency and write an essay that describes a pivotal moment in the president's reign from the artifact's perspective. Have students share their research findings and essays with the class.

LINKS:
http://americanhistory.si.edu/presidency/home.html
http://www.chicagohs.org/ampres/index.html
http://www.whitehouse.gov/
http://www.tamu.edu/scom//pres/archive.html

Health Report: Fitness Water

1. What is "fitness water"? How does it differ from regular water? According to the video, do fitness waters promote athletic performance? Explain.

2. Why is water important to the body and its functions? How much fluid should people consume each day? Why? Refer students to multimedia resources, including the links below, to learn about the importance of water and the correlation between fluid needs and energy expenditure. Pose the following questions to guide student's research:
   1. Why do we need water?
   2. What foods contain water?
   3. What is "dehydration"?
   4. What are the effects of dehydration on temperature regulation, exercise performance, and one's overall health?
   5. How much fluid should people consume before, during, and after exercise?

   After students share their findings, have them create brochures to educate their peers about the importance of drinking enough water/fluids, and the signs and risk factors of dehydration.

LINKS:
http://my.webmd.com/content/article/1674.51459
http://btc.montana.edu/olympics/nutrition/eat02.html

Student Bureau: Teen Sheriff

1. Who is Justin Ruetz? Where does he live? Why is he running for Hamilton County sheriff? Do you think that, by running for office, Ruetz will get more kids interested in politics and government? Why or why not?

2. What factors do you think influence teenagers' political opinions? Do these factors differ for adults? Explain. Are you interested in politics? Why or why not? Do you think most American teens are apathetic about politics, or do they care about politics more than adults realize? State your rationale.

3. Do you think it is important that people vote? Ask students to consider the consequences of a non-participatory electorate in a democratic system. Have each student write an essay on the dangers of apathy in a democratic society. Who makes the rules and determines leadership when most voters do not care? How might this alter a nation's political, economic and social climate? What, if anything, can be done to increase young people's interest in politics?

LINKS:
http://www.theindychannel.com/ind/news/stories/news-127274720020227-100242.html
http://www.courier-journal.com/localnews/2002/03/05/in030502s166578.htm

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